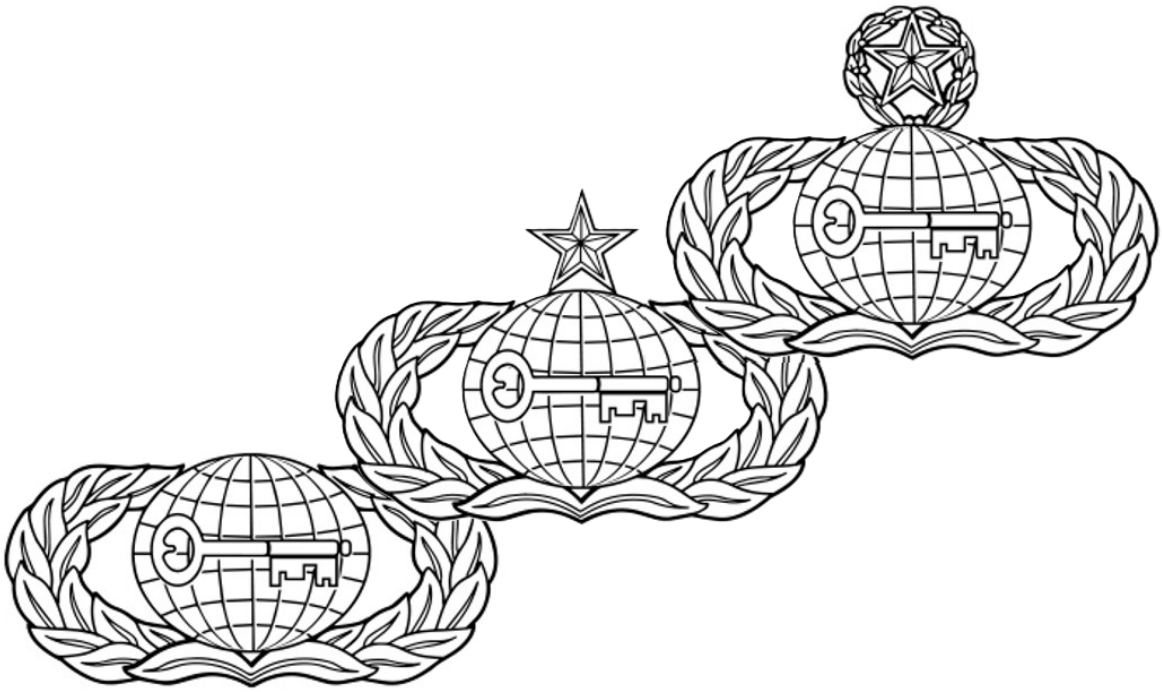
DEPARTMENT OF THE AIR FORCE
Headquarters, US Air Force
Washington, DC 20330-1030

CFETP1N2X1A
Part I and II
12 January 2026

**1N2X1A**

# ELECTRONIC NON-COMMUNICATIONS ANALYST



## CAREER FIELD EDUCATION AND TRAINING PLAN

**ACCESSIBILITY:** Publications and forms are available on the e-publishing website at www.e-publishing.af.mil.

**RELEASABILITY:** There are no releasability restrictions on this publication.

**CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)**
**Electronic Non-Communications Analyst**
**AFSC 1N2X1A**

**TABLE OF CONTENTS**



OPR: HAF/A2F (SMSgt Kristen K. Brown)
Certified By: CMSgt Tyler I. Smith, 1N/9S1/9L Air Force Career Field Manager
Supersedes: CFETP 1N2X1X, 28 September 2018
Pages: 48

**CAREER FIELD EDUCATION AND TRAINING PLAN**
**Electronic Non-Communications Analyst**
**AFSC 1N2X1A**

## Part I

### *Preface*

**1**. The CFETP is a comprehensive education and training document that identifies life cycle education and training requirements, training support resources, and minimum core task requirements for the 1N2X1A Electronic Non-Communications specialty. The CFETP provides personnel with a clear career path to success and instills rigor in all aspects of career field training. Note: Civilians occupying associated positions use Part 2 to support duty position qualification training.

**2**. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

**2.1. Part 1** provides information necessary for overall management of the specialty. **Section A** explains how individuals will use the plan; **section B** identifies career field progression information, duties and responsibilities, training strategies, and career field path; **section C** associates each level with specialty qualifications (knowledge, education, experience, training, and other); and **section D** indicates resource constraints. Some examples are funds, manpower, equipment, facilities.

**2.2. Part 2** includes the following: **Section A** identifies the STS and includes competencies, behaviors, and learning outcomes to support training, AETC conducted training, wartime course and core task and correspondence course requirements; **Section B** contains the course objective list and training standards supervisors use to determine if service members satisfy training requirements; **Section C** identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers use Part 2 to identify, plan, and conduct training commensurate with the overall goals of this plan.

**3.** Using CFETP guidance ensures individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan enables us to train today's work force for tomorrow's jobs.

**4. Chemical, Biological, Radiological, and Nuclear (CBRN) Training Requirements. DAFI 10-2503, *Chemical, Biological, Radiological, or Nuclear (CBRN) Defense Program*,** highlights the need to prioritize preparedness for war. Intelligence personnel and operations are vital to gaining and maintaining air superiority during conflict. In an effort to maintain mission readiness and sustain mission assurance, intelligence Airmen must be able to perform intelligence functions despite the threat environment. Career Field Managers (CFM) will identify AFSC-specific tasks/competencies requiring CBRN defense Task Qualification Training (TQT) in the CFETP. Unit commanders will designate personnel to schedule, train, and document AFSC-specific TQTs and ensure Airmen can perform these tasks if chemical, biological, radiological or nuclear (CBRN) warfare hazards are

present based on their mission requirements. Units will periodically exercise the performance of these tasks while wearing Individual Protective Equipment (IPE) IAW DAFI 10-2501 to ensure sustained unit readiness.

## ABBREVIATIONS/TERMS EXPLAINED

This section provides a common understanding of the terms that apply to the 1N2X1A Career Field and Education Training Plan.

**Advanced Training (AT)**. Formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career Airmen at the advanced level of the AFS.

**Air Education and Training Command (AETC).** Responsible for the recruiting, training, and education of Air Force personnel. AETC also provides pre-commissioning, professional military, and continuing education.

**Air Force Cryptologic Office (AFCO)/Air Force Service Cryptologic Component (AF SCC**). Principal advisor to Headquarters Air Force (HAF), A2 Directorate for all cryptologic programming, budgeting, training, personnel, policy, doctrine, governance and foreign relationships for USAF cryptologic activities. Service lead for USAF cryptologic activities and has management oversight of those elements of the USAF performing cryptologic functions. This applies to the cryptologic staff of the 16 AF, its subordinate elements, and cryptologic elements assigned to other USAF organizations. The 16 AF Commander is the AF/SCC Commander and principal USAF advisor to The Director, National Security Agency (DIRNSA)/Chief of Central Security Service (CHCSS) for USAF cryptologic matters (Ref: AFMAN 14-405).

**Air Force Specialty (AFS).** A group of positions (with the same title and code) that require common qualifications.

**Air Force Institute of Technology (AFIT).** Located at Wright-Patterson AFB, Ohio, AFIT is the Air Force's graduate school of engineering and management. AFIT is committed to providing defense-focused graduate and professional continuing education and research to sustain the technological supremacy of America's air and space forces. AFIT provides advanced education opportunities for both officer and enlisted personnel.

**Air Force Job Qualification Standard (AFJQS).** Training documents approved by the AF Career Field Manager for a particular job type or duty position within an AF Specialty.

**Air Force Specialty Code (AFSC)/Reporting Identifier (RI).** A combination of alpha-numeric characters which are used to identify a specific career field and qualification level for Air Force officers and enlisted personnel.

**Air Reserve Component (ARC).** This term is used as an overarching term when referring to both the Air National Guard and Air Force Reserve Component together.

**Air University Associate-to-Baccalaureate Cooperative (AU ABC).** Allows Airmen to turn a Community College of the Air Force associate degree into a bachelor's degree from an accredited university. The ABC program has established a partnership with various civilian higher-education institutions to offer four-year degree opportunities via distance learning. The participating schools will accept all of the credits earned by Airmen who have attained a CCAF degree and apply them to a bachelor's degree related to their Air Force specialty.

**Air University/Air Force Career Development Academy (AFCDA).** The result of a reorganization of Air Force Institute for Advanced Distributed Learning (AFIADL), provides access to the Extension Course Institute.

**Behavior.** An activity performed to achieve objectives of the job. Involves observable (physical) components and unobservable (mental) components. Behaviors consist of the performance of one or more tasks.

**Career Development Program (CDP).** The CDP was first developed in October 2018 and began with a single, online course. Since then, the CDP has evolved into a continuum of learning and consists of three iterations: Basic, Intermediate, and Advanced, and applies to all ISR Airmen. The CDP is designed to enhance skill development and unit effectiveness allowing for a more proficient ISR professional. Mandatory requirements for upgrade training covered in Section C.

**Chief Enlisted Manager (CEM) Code.** A five-digit code ending in "00" to identify CMSgts and CMSgt selects as top enlisted managers in both highly technical skills and in broad areas of managerial competence. For the Intelligence career fields the CEM code is 1N000.

**Career Field Education and Training Plan (CFETP)**. A comprehensive core training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path. It is the formal training contract between the AFCFM and AETC for formal accession and life-cycle skills training.

**Career Field Manager (CFM)**. An individual on the Headquarters United States AF staff who is responsible for career development programs, functional management and utilization, specialty standards and requirements, training, and force management for AFS. This includes identifying the task requirements and training for an AFS or occupational series. This individual will review and/or approve all proposed changes to specialties within their career family (e.g., 1N/9S1).

**Career Training Guide (CTG).** A document that uses Task Modules (TMs) in lieu of tasks to define performance and training requirements for a career field.

**Command Language Program (CLP).** A program operated by commanders to ensure assigned personnel requiring foreign language proficiency are trained and qualified to perform missions. (Ref: DoDI 3300-07).

**Command Language Program Manager (CLPM).** Manages the CLP.

**Competencies.** Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

**Competency Model.** A collection of competencies that together define successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and retention. Competency models may be developed for specific jobs, job groups, organizations, occupations, or missions. Some competency models include information about the levels of competence, mastery, or proficiency required at different occupational levels.

**Computer Based Training (CBT).** The use of computers to aid in the delivery and management of instruction.

**Computer Network Operations Development Program (CNODP).** A technically demanding three-year internship in the areas of secure system design, vulnerability analysis, Computer Network Defense (CND), and Computer Network Exploitation (CNE), which is tailored to each applicant to best capitalize on individual expertise. The goal of the program is to develop a cadre of technical leaders who will improve Department of Defense (DoD) Computer Network Operations (CNO) capabilities.

**Continuation Training.** Additional training exceeding requirements with emphasis on present or future duty assignments.

**Core Intelligence Training (CIT)**. Fundamental training across the 1N/9S1 Career Fields.

**Core Learning Outcomes.** Learning outcomes identified by the AFCFM as minimum qualification requirements for everyone within an AFSC. The learning outcomes must be trained, maintained, and certified, regardless of duty position/location and are based upon skill level.

**Core Task.** A task the CFM identified as a minimum qualification requirement within an Air Force specialty or duty position. Core Tasks for the AFS can be either task- or knowledge-based and are the STS line items fundamental to meeting these core competencies. Each MAJCOM is responsible for developing the minimum standard to which each core task will be trained. Core tasks are common to all personnel within an AFS required to perform intelligence functions. The skills (or knowledge) must be trained, maintained, and certified, regardless of duty position/location and are based upon skill level.

**Course Objective List (COL).** A publication, derived from initial/advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3-5-7-skill level in a career field. Supervisors use the COL to assist in conducting graduate evaluations.

**Cryptologic Language.** Language as it is encountered in a cryptologic context. This includes signals intelligence (SIGINT) factors such as noise, incompleteness/garbles, mix of dialects, cover terms, unknown recipients, and unknown context. It also includes linguistic factors such as specialized

subject matter and/or jargon/ and intelligence factors such as Essential Elements of Information, collection, processing, and dissemination, and communication technology factors.

**Cryptologic Language Analyst (CLA).** Airmen in AFSC 1N3X1X or 1A8X1X (A-CLA) who perform and supervise acquisition, recording, transcribing, translating, analyzing, and reporting of assigned communications. Related DoD Occupational Subgroup: 123200 (Ref: DAFECD).

**Cryptologic Training Advisory Group (CTAG).** An authoritative group composed of key service and National Security Agency (NSA) representatives, subject matter experts, course managers and service training commands that establishes, reviews, revalidates and revises cryptologic training curricula.

**Cryptologic Training System-Training Standard (CTS-TS).** Tasks and knowledge that personnel in a specialty may be expected to perform or to know on-the-job. These training tasks are developed through the CTAG process and are common to all NSA/CSS personnel and Service-members for a particular skill community. If a particular Service has training requirements that are not common to NSA/CSS personnel or the other Services, they are developed through the STRT/U&TW process (NSA/CSS Policy 4-25).

**Cyber Mission Force (CMF).** The CMF is USCYBERCOM's action arm, consisting of Cyber Mission Teams, Joint Force Headquarters-Cyber, and Cyber National Mission Force. CMF teams execute the command's mission to direct, synchronize and coordinate cyberspace operations in defense of U.S. national interests.

**Cyberspace Operations Badge.** For the 1NX AFS, the Cyberspace Operations Badge is only authorized for 1N4X1A personnel who have completed 3-skill level training. Additionally, qualified 1N4X1A personnel are authorized to continue wearing the Cyberspace Operations Badge as they progress through SMSgt/1N292 and CMSgt/1N000 grades/AFSCs. There is no grandfather clause for Cyberspace Operations Badge wear for other AFSCs at this time.

**Defense Language Institute Foreign Language Center (DLIFLC).** Managed by the U.S. Army as executive agent (EA) for foreign language training within the DoD, DLIFLC is the primary institution for foreign language training. DLIFLC is located at the Presidio of Monterey, California and has training facilities located in Washington, DC, and training detachments at various locations around the world.

**Defense Language Proficiency Test (DLPT).** DoD standardized testing system for measuring an individual's proficiency in a foreign language. It consists of a battery of tests that measures the general ability of a native or near-native speaker of English to comprehend a spoken and written foreign language and to speak the language (Ref: DoDI 5160.71).

**Department of the Air Force Enlisted Classification Directory (DAFECD).** The official directory for all enlisted classification descriptions, codes, and identifiers that establishes the occupational structure of the Air Force enlisted force. The occupational structure is flexible to permit enlisted personnel to specialize and develop their skills and abilities while allowing the Air Force to meet changing mission requirements. Individual enlisted personnel have a joint responsibility with

commanders and supervisors at all levels to fully develop their abilities consistent with Air Force needs and within established developmental tracks.

**Deputy Career Field Manager (D/CFM).** An individual on Headquarters USAF (HAF) staff responsible to the CFM for overseeing all aspects of a particular AFS. Coordinates with MAJCOM functional and training managers, technical training center personnel, and various Subject Matter Experts (SMEs) on career path development and identification of CFETP training task items to meet national, tactical, and force training requirements. Other responsibilities include reviewing AFS manpower utilization, managing AFS classification guidance, and overall status of the health of their particular AFS.

**Developmental Duty (DD).** Developmental Duties are positions that produce and develop the world's greatest Airmen through oversight and leadership. They ensure the well-being of Airmen and their families, while representing the enlisted corps and Air Force on a national stage involving supervision and mentorship of subordinates and peers.

**Diagnostic Language Assessment.** Academic tool designed to identify strengths and needs in a foreign language and provides members with individualized, relevant feedback. This feedback is based on a sampling of abilities across a variety of levels, topics, tasks, and specific linguistic features. When possible, existing formal diagnostic language assessment tools should be used. The DLIFLC Online Diagnostic Assessment (ODA) can be accessed via https://www.dliflc.edu/elearning/

**Digital Awareness.** The awareness of the knowledge, skills and attitudes required for individuals to use digital tools effectively. Also being able to understand and utilize technology in an increasingly interconnected world.

**Digital Fluency.** Familiarity with and understanding of the strengths and weaknesses of different types of data, analytic tools, automations, and algorithms.

**Education and Training Course Announcement (ETCA).** ETCA contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses the MAJCOMs or FOAs conduct or manage. ETCA also contains courses the Air Force and reserve forces conduct or administer and serves as a reference for the Air Force DoD, other military services, government agencies, and security assistance programs.
https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx?isdlg=1&IsDlg=1

**Education with Industry (EWI).** A highly selective and competitive non-degree educational assignment within an industry related to the student's career field. The program uses a hands-on educational experience to provide students with management skills and technical expertise as they study best practices with leaders of industry. The assignment is ten months in length and, in most cases, involves a Permanent Change of Station (PCS) both before and after the EWI assignment.
https://myfss.us.af.mil/USAFCommunity/s/knowledge-detail?pid=kA0t0000000wlH0CAI

**Enlisted Development Team (EDT).** A force development steering group to accomplish deliberate development through targeted feedback. The EDT is chaired by the CFM and is usually composed of SNCOs to facilitate succession planning for the RI's key leadership positions.

**Exportable Training.** Additional supplementary training via computer-assisted, paper text, interactive video or other media.

**Foreign Language Proficiency Bonus (FLPB)/Foreign Language Proficiency Pay (FLPP)**. HAF/A1D determines which languages are authorized FLPB within the USAF and the pay rate for each language. This monetary incentive is paid to eligible and qualified military (FLPB) and civilian (FLPP) Language Regional Expertise and Culture Community personnel who possess foreign language proficiency. The objective of FLPB/FLPP is to increase capabilities and proficiencies of foreign language skills vital to national defense. The ability of the USAF to interact in the international arena and respond effectively to any global contingency mandates the need for qualified personnel to communicate with our allies and the local populations as well as with our adversaries. An Airman's application, qualification for and receipt of FLPB constitute acknowledgment that he or she may be called upon to respond to global contingency requirements (Ref: DoDI 1340.27, DAFI 36-4005).

**Functional Area Manager (FAM).** The individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support the operational planning and execution. Responsibilities include, but are not limited to: developing and reviewing policy; developing, managing, and maintaining Unit Type Codes (UTC); developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (MAJCOM, Air Component, FOA, DRU, and Unit), the FAM should be the most highly knowledgeable and experienced person within the functional area and have the widest range of visibility over the functional area readiness and capability issues.

**Field Evaluation Questionnaire (FEQ).** An extensive survey based on the CFETP to determine how well the formal training met the apprentice levels outlined in the CFETP. This survey is sent approximately six months after graduation to the Base Education and Training manager, if unclassified, or direct to the unit training manager, if classified.

**Field Technical Training (FTT).** Special or regular on-site training conducted by a field training detachment (FTD) or by a mobile training team.

**Global Language Training.** Training designed to improve fundamental language skills such as reading, listening comprehension, translation, transcription, grammar, vocabulary, and speaking.

**HAF Functional Authority (FA).** An individual assigned the functional authority to provide policy, oversight, and guidance across the ISR enterprise. For the 1A8/1N/9S1 family, this is the Deputy Chief of Staff for Intelligence (AF/A2).

**HAF Functional Manager (FM).** The Functional Manager is responsible for the management and oversight of the establishment of career development programs, functional management and utilization, specialty standards and requirements, training, and force management policies at HAF.

**Individual Language Training Plan (ILTP).** Language training plan developed by supervisors, in coordination with SMEs and CLPMs that provides a path to increasing foreign language proficiency.

**Initial Qualification Training (IQT).** IQT is training needed to qualify intelligence personnel for basic duties in an assigned position for a specific Mission Design Series (MDS), weapon system, intelligence function, or activity without regard for a unit's specific mission.

**Initials Skills Training (IST).** A formal school course(s) that result in an AFSC 3-skill level award for enlisted. For 1N7X1, it provides foundational and occupational competencies for basic duties at their first assignment.

**Instructional System Development (ISD)**. A conceptual adaptation of the systems engineering process used to design, develop, implement, and evaluate instruction. ISD results in alternative solutions to instructional problems, which may be more or less cost-efficient, depending on the instructional need and environmental constraints. ISD also clarifies that a systems approach, which involves choosing among alternative solutions, will produce the most effective results.

**Intelligence Occupational Badge**. Air Force members are highly encouraged to wear their current occupational badge on all uniform combinations. Wear the basic badge after completing technical school. Wear the senior badge after award of the 7-skill level and wear the master badge as a Master Sergeant or above with five years in the specialty from award of the 7-skill level. For retrainees, credit toward new badges starts upon entry into the new AFSC. EXCEPTION: Chief Master Sergeants cross-flowed into a 1N000 billet may wear the basic badge upon entering the 1N000 billet and the master badge after one year of a 1N000 job.

**Interagency Language Roundtable (ILR) Scale.** Set of skill specific descriptions of eleven proficiency levels which characterize abilities to communicate in a language. The levels are: 0 through 5. For more information on ILR levels go to http://www.govtilr.org

**Job Qualification Standard (JQS).** A comprehensive task list that describes a particular job type or duty position. Supervisors use the JQS to document task qualification. The tasks on JQSs are common to all persons serving in the described duty position.

**Language Training Activities.** In the context of this CFETP, language training activities are those that increase proficiency. All activities will be documented. Suggested activities include but are not limited to: DLIFLC resident and non-resident courses, National Cryptologic University (NCU) courses, language center materials, Partner Language Training Center-Europe, local college courses, and Internet sources. (Ref: TRADOC 350-9)

> **Acquisition Language Training.** Basic language instruction program designed for personnel who have no measurable proficiency in the target language. Acquisition language training is any formal language training program designed to achieve a minimum ILR skill level L2/R2/S1+ upon completion. Short-term, accelerated courses, sometimes known as turbo courses, are not considered to be acquisition-level training unless determined by the CFM. Acquisition courses are DoD-funded to meet mission requirements.

**Conversion Training.** Formal acquisition-level training designed to achieve proficiency in a language or dialect that is similar to a language or dialect for which ILR skill level L2/R2 has already been achieved (e.g. Modern Standard Arabic to Levantine Arabic; Persian Farsi to Persian Dari, Russian to Ukrainian). Conversion training normally occurs when additional language skill is required to complement existing skills to meet mission requirements. Training is typically shorter in duration than that which would be required if a minimum ILR skill level L2/R2 in a similar language did not exist. Conversion training will not result in a change to an individual's AFSC.

**Re-language Training.** Formal acquisition-level language training that provides an additional language capability to an Airman in a language that is different from the language for which ILR skill level L2/R2 has already been achieved (e.g. Modern Standard Arabic to Chinese). Re-language training normally occurs when 1) additional language skill is required to complement existing skills to meet mission requirements (e.g. Arabic to French), 2) to support re-balance of language health across the force. The decision to re-language an individual rests with the CFM. Re-language training will result in a change to an individual's AFSC.

**Enhancement Training.** Generic term for training designed to increase foreign language proficiency.

**Language Enabled Airman Program (LEAP).** Develops a highly capable, motivated, agile inventory of Airmen and Guardians from across the General-Purpose Force (GPF) who provide the connective tissue that bridges language and cultural barriers with allies and partners to create a more interoperable, lethal force prepared for agile combat employment. LEAP is a volunteer program open to Active-Duty officer and enlisted Airmen in most career fields and Air National Guard members in select intelligence fields. LEAP deliberately develops language enabled, cross-cultural service members with working-level foreign language proficiency to better support the application of air and space power through strengthening partnerships, interoperability, and adversary understanding.

**Major Command (MAJCOM).** A MAJCOM represents a major Air Force subdivision having a specific portion of the Air Force mission. Each MAJCOM is directly subordinate to HQ USAF. MAJCOMs are interrelated and complementary, providing offensive, defensive, and support elements.

**MAJCOM Functional Manager (MFM)**. An individual at the MAJCOM/Joint activity command level who is responsible for identifying task and training requirements for an AFS or Occupational Series and is responsible for validating intelligence requirements, command assignment entitlements, technical school graduate assignments and matching available manpower resources to meet the MAJCOM's needs.

**Master Task Listing (MTL).** A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or AFJQS and locally developed AF Forms 797 (as a minimum). Should include tasks required for deployment and/or UTC requirements.

**Master Training Plan (MTP).** Employs a strategy for ensuring the completion of all work center job requirements by using a MTL and provides milestones for task, Learning Program/CDC completion, and prioritizes deployment/UTC, home station training tasks, upgrade, and qualification tasks.

**Mission Qualification Training (MQT).** MQT follows IQT and is training needed to qualify intelligence personnel to perform their specific unit mission in an assigned mission position. Completion of Specialty Training Standard task and knowledge training requirements may be accomplished concurrently with MQT.

**MyVector.** The Air Force's platform for career development and mentoring. MyVector enables a network of mentoring relationships for individuals to manage career development. The platform also allows users to track career milestones through career field-specific experience codes. The coding structure allows users to build career plans based on real opportunities and to share career plans with development teams and mentors.

**National Intelligence University (NIU).** NIU is an accredited academic institution established by the Department of Defense to prepare ISR professionals for Joint, Air Staff, and MAJCOM level positions. This is a center of excellence for educating military and civilian professionals and conducting and disseminating ISR-related research. National Intelligence University website: http://ni-u.edu/wp.

**Occupational Assessment Survey (OAS).** A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

**On-the-Job Training (OJT)**. Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

**Occupational Survey Report (OSR).** A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

**Oral Proficiency Interview (OPI).** A test administered in person, by telephone, or other approved means to measure an individual's foreign language proficiency in the speaking modality across the entire ILR scale. (Ref: DoDI 5160.71)

**Proficiency Training.** Additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

**Qualification Training (QT)**. Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the training program occurs both during and after the upgrade training process. It is designed to provide the performance skills required to do the job.

**Qualification Training Package (QTP).** An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program or on a piece of equipment. It may be printed, computer-based, or other audio-visual media.

**Reporting Identifier (RI)**. Identify authorizations and individual enlisted airmen who, for any reason, are not identifiable in the classification structure.

**Resource Constraints.** Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

**Significant Language Training Event (SLTE**). At least 150 hours of immersion training or 6 consecutive weeks of at least 5-hour-a-day classroom training, or other significant event as defined by the Secretaries of the Military Departments and the Heads of Defense Agencies and DoD Field Activities. (Ref: DoDI 5160.71)

**Skills Training.** A formal course that results in the award of a skill level.

**Space Operations Badge.** Award of the Space Operations Badge for enlisted personnel is limited to members within the 5S0X1 SFSC and the 1C6X1 AFSC. The badge WILL NOT be authorized independent of award of the 5S0X1 and 1C6X1 specialty codes. In accordance with (IAW) Space Force Guidance Memorandum (SPFGM) 2023-36-01 Space Force occupational badges are optional, not mandatory wear.

**Special Duty Identifier (SDIs).** Identify authorizations for enlisted airmen assigned to and performing an actual group of tasks on a semi-permanent or permanent duty basis unrelated to any specific career field. Development Advisors, for example, are represented by the SDI 8T200.

**Special Experience Identifier (SEIs).** A three-character designator that identifies specific experience or expertise within a particular career field. Established when experience or training is critical to a job. SEIs complement the assignment process but are not substitutes for AFSCs, CEM codes, prefixes, suffixes, SDIs, RIs, assignment instruction codes, and professional specialty course codes. Additionally, SEIs can serve as a tool or commanders to ensure personnel are placed/utilized correctly within an organization.

**Specialty Training Requirements Team (STRT)/Utilization & Training Workshop (U&TW)**. A forum co-chaired by the AFCFM and AETC Training Pipeline Manager comprised of MAJCOM Functional Managers, Subject Matter Experts (SMEs), and AETC training personnel that determines education and training requirements and establishes the most effective mix of formal and on-the-job training for each AFSC. The forum will create or revise training standards and set responsibilities for providing training. As a quality control tool, the STRT/U&TW will be used to ensure the validity and viability of the AFS training that determines career ladder training requirements.

**Specialty Training**. A mix of formal training (technical school) and informal training (on-the- job) to qualify and upgrade Airmen in the award of a skill level.

**Specialty Training Standard (STS)**. An Air Force publication that describes skills and knowledge that Airmen in a particular AFS need on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirements for an AFSC to include formal technical training.

**Standard**. An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

**Supplemental Training**. Formal training on equipment, methods and technology not suited for on-the-job training and not included in AFS upgrade training.

**Talent Marketplace.** Talent Marketplace, available through MyVector, is an innovative technological platform supporting the enlisted assignment system that aims to increase flexibility and transparency for members, supervisors, billet owners, and commanders.

**Training Planning Team (TPT)**. Comprised of the same personnel as a U&TW, however, TPTs are more intimately involved in training development and the range of issues are greater than those normally covered in the U&TW forum.

**Upgrade Training (UGT)**. Mandatory training that leads to the award of a higher skill level and increased proficiency.

**Wartime Skills**. Wartime skills/tasks training are initiated based upon a national emergency. These wartime skills are identified by the letter "w" in the 3-level position of the STS and will be taught at an accelerated course at Goodfellow AFB while the trainee is going through technical training school. **NOTE:** All outcomes shown with a proficiency code in this CFETP are trained during wartime.

## Section A - CFETP General Information

**1. Purpose.** This CFETP provides the information necessary for CFMs, MFMs, commanders, UTMs, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training individuals in this Air Force specialty should receive to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. Initial skills training is the Air Force specialty specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. Qualification training is actual hands-on task performance training designed to qualify a member in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected service members. Proficiency training is additional training, either in-residence or exportable advanced training courses, or OJT provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes—some are:

**1.1.** Serves as a management tool to plan, manage, conduct, and evaluate a career field's training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

**1.2.** Identifies task and knowledge training requirements for each skill-level in the specialty and recommends education and training throughout each phase of an individual's career.

**1.3.** Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

**1.4.** Identifies major resource constraints that impact full implementation of the desired career field training process

**2. Uses.** The plan is used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for everyone in the specialty.

**2.1.** AETC training personnel develop or revise formal resident, nonresident, field, and exportable training based upon requirements established by the users and documented in Part 2 of the CFETP. They also work with the CFM and Deputy CFMs to develop acquisition strategies for obtaining resources needed to provide the identified training.

**2.2.** MFMs ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT Training, resident training, and contract training or exportable courses can satisfy identified requirements. Ensure MAJCOM-developed training to support this AFSC is identified for inclusion into the plan.

**2.3.** Each individual completes the mandatory training requirements specified in this plan. The list of courses in Part 2 is used as a reference to support training.

**3. Coordination and Approval.** The CFM is the approval authority. Also, the CFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements.

## Section B - Career Progression and Information

**4. Specialty Descriptions.** This information supplements the DAFECD. AFS specific descriptions with duties and responsibilities can be found in the DAFECD which is at the following link: https://myfss.us.af.mil/USAFCommunity/s/knowledge-detail?pid=kA0t0000000wlDpCAI

**4.1 Specialty Summary.** Acquires, processes, identifies, analyzes, and reports on electromagnetic emissions. Operates electronic equipment and computer systems to exploit signals intelligence production efforts. Related DOD Occupational Subgroup: 123100.

**4.2 Duties and Responsibilities.**

> **4.2.1.** Operates computer terminals for data entry, query, data restructuring, and signals development. Interprets and performs preliminary analysis to identify, validate, or verify signal data. Uses analytical aids and related reference material to help identify signals and detect abnormalities. Generates reports, incorporating analytical finds with intelligence information. Develops, manages, reviews, and evaluates signals intelligence production

processes. Ensures signal exploitation activities are conducted in support of warfighter requirements and national and tactical tasked objectives. Supports intelligence agencies including the National Security Agency (NSA), Defense Intelligence Agency (DIA), and National Reconnaissance Office (NRO). Maintains databases of various signal types and activities using computer and hard copy products. Satisfies tasking, managing resources for SIGINT activities. Notifies appropriate personnel and work centers of unusual activities or critical situations. Processes and disseminates SIGINT products and conducts analysis concerning threat countries or targets of interest via written and/or verbal means. These products provide specificity and knowledge to commanders and national leaders to impact tactical through strategic-level decision making processes.

**4.2.2.** Performs Signals Intelligence (SIGINT) activities and operations. Executes operator and analyst duties and non-communications signals exploitation to support targeting, Electromagnetic Warfare (EW), Electromagnetic Spectrum Operations (EMSO), and Information Operations (IO). Utilizes a wide range of complex analysis hardware and software to observe the electromagnetic spectrum and process, manipulate, and extract intelligence data from electromagnetic emissions to identify, validate, or verify signal data.

**4.2.3.** Collection and Processing. Collects, analyzes, and identifies non-communication networks. Identifies various external signal parametrics and performs application of target identification for reporting to national databases. Operates electronic search and related equipment. Searches, monitors and exploits signal activity throughout the electromagnetic spectrum. Extracts electromagnetic emissions from real-time and recorded media and performs technical and data analysis. Prepares and forwards media of selected transmissions.

**4.2.4.** Electronic Intelligence. Assembles operational and technical information on Electronic Intelligence (ELINT), and Electromagnetic Warfare (EW). Collects, processes, analyzes, and identifies operational and technical parametric characteristics of electronic signals through collection and processing of non-communication signals; as related to radar, weapons, or platforms. Evaluates records, operator logs, formats technical reports, and data from other activities and correlates the activity with other intelligence sources. Plans, organizes, and directs electromagnetic signals exploitation activities. Disseminates highly perishable information supporting CCMD/Theater/National Requirements. Annotates and forwards operational and technical characteristics of selected transmissions or reportable information.

**5. Skills and Career Progression.** Adequate training and timely progression from the apprentice to the superintendent level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP ensures each individual receives viable training at appropriate points in their career.

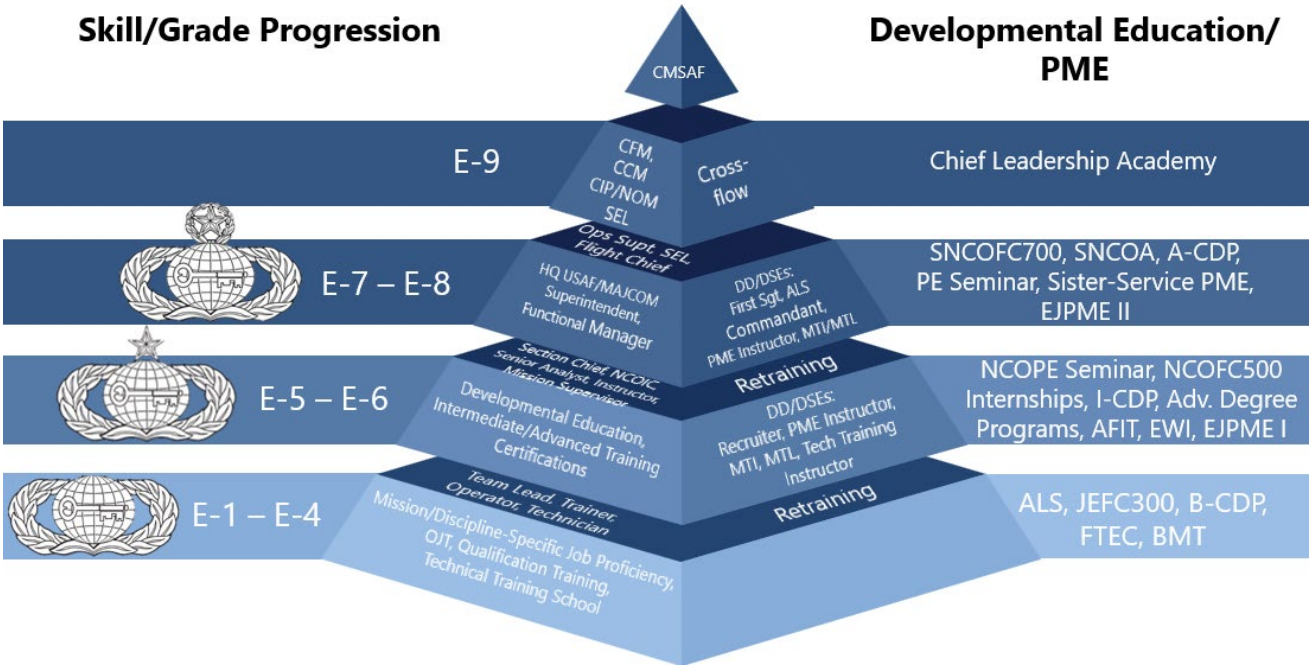



Figure 1. 1N2X1A Career Development Pyramid

**6. Training Decisions.** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the 1N2X1A, Electronic Non-Communications career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy should be apparent and affordable to reduce the duplication of training and eliminate a disjointed approach to training.

**6.1. Career Development Program (CDP).** The CDP is broken out into three iterations: Basic (B-CDP), Intermediate (I-CDP), and Advanced (A-CDP) formerly Senior Enlisted Intelligence Master Skills Course. The B-CDP and I-CDP are modular based training approaches located on MyLearning with knowledge assessments (or checks) at the end of each module. Airmen will have unlimited opportunities to pass each assessment before moving to subsequent modules. Supervisors are expected to tie CDP material to current mission requirements to ensure Airmen fully process the information with context. The B-CDP is required for all enlisted ISR Airmen to complete after OJT at their first duty station. The I-CDP is required for all Technical Sergeants from notification of promotion within one-year time-in-grade. The A-CDP is satisfied through in-residence training located at Goodfellow AFB, TX and has a prerequisite of the highest level of CDP available prior to attending. Airmen should contact their unit training manger to enroll in the B-CDP and I-CDP through MyLearning. MFMs will notify and schedule members for A-CDP based on priority-SMSgts, SMSgt Selects, and MSgts based on TIG. Contact 17TRSS.ISRCareer.DevelopmentProgram@us.af.mil for additional information.

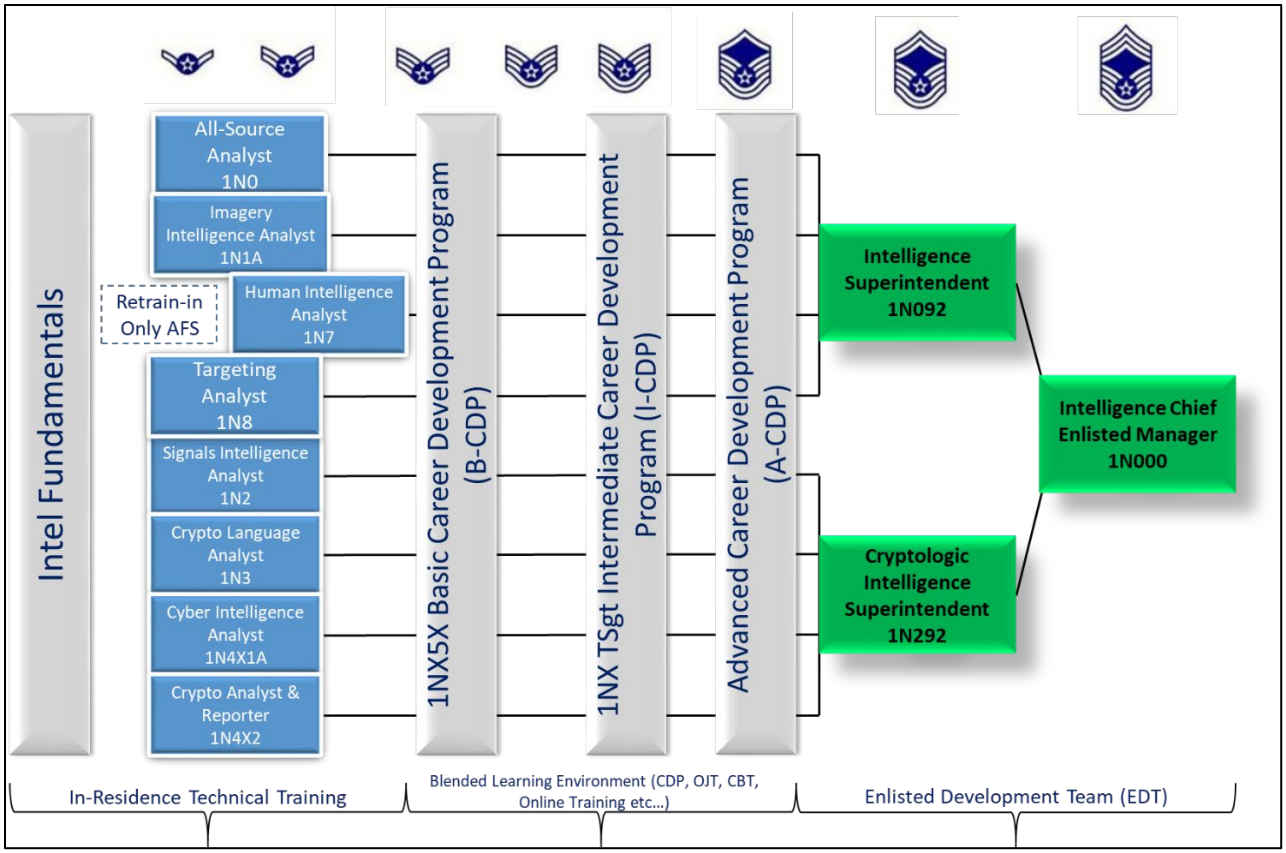


Figure 2. Career Development Program (CDP) Timeline

**7. Community College of the Air Force (CCAF).** CCAF is one of several federally chartered degree-granting institutions; however, it is the only 2-year institution exclusively serving military enlisted personnel. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award AAS degrees designed for specific Air Force occupational specialties and is the largest multi-campus community college in the world. Upon completion of basic military training and assignment to an AF career field, all enlisted personnel are registered in a CCAF degree program and are afforded the opportunity to obtain an Associate in Applied Science degree. In order to be awarded, degree requirements must be successfully completed before the student separates from the Air Force, retires, or is commissioned as an officer. See the CCAF website for details regarding the AAS degree programs at https://www.airuniversity.af.edu/CCAF/

**7.1. CCAF Degree Requirements.** All enlisted service members are automatically entered into the CCAF program. Prior to completing an associate degree, the 5 level must be awarded, and the following requirements must be met: (Note: Refer to the CCAF general catalog for a listing of all degree requirements as they are subject to change and some AFSCs may fall under additional degree programs.)

| Degree Requirements | Semester Hours |
|---|---|
| Technical Education | 24 |
| Leadership, Management, and Military Studies | 6 |

| | |
|---|---|
| General Education | 15 |
| Written Communication (English Composition) | 3 |
| Oral Communication (Speech) | 3 |
| Mathematics | 3 |
| Social Science | 3 |
| Humanities | 3 |
| Program Elective | 15 |
| **Total** | 60 |

**7.1.1. Technical Education (24 Semester Hours):** A minimum of nine (9) semester hours of technical Core subjects and courses must be applied, and the remaining semester hours applied from technical core or technical elective subjects and courses. Some academic degree programs have specific technical education requirements. Refer to the CCAF General Catalog for specific degree requirements for your specialty.

**7.1.2. Leadership, Management, and Military Studies (6 Semester Hours):** Professional military education and/or civilian management courses.

**7.1.3. General Education (15 Semester Hours):** Applicable courses must meet the criteria for application of courses to the general education requirements and agree with the definitions of applicable general education subject and/or courses as provided in the CCAF general catalog.

**7.1.4. Program Elective (15 Semester Hours):** Satisfied with applicable technical education; leadership, management, and military studies; or general education subjects and courses, including natural science courses meeting general education requirements application criteria. Nine semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF general catalog for details regarding the associates of applied sciences degree for this specialty.

**7.2. CCAF Professional Credentials.** There are two primary types of credentialing: Licensure and Certification. To learn more visit: https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803252/credentialing-programs-flight/.

**7.2.1. Licensure** is a credential normally issued by federal, state or local governmental agencies. A license is issued to individuals to practice in a specific occupation. Licenses are typically mandatory for employment in selected fields and federal or state laws or regulations define the standards that individuals must meet to become licensed.

**7.2.2. Certification** is a credential normally issued by non-governmental agencies, associations, schools or industry-supported companies. A certification is issued to individuals who meet specific education, experience and qualification requirements. These requirements are generally established by professional associations, industry or product-related organizations. Certification is typically an optional credential; although some state licensure boards and some employers may require a specific certification(s).

**7.3. Air Force Credentialing Opportunities On-Line (AF COOL).** AF COOL replaced the CCAF Credentialing and Education Research Tool (CERT). The AF COOL Program is managed by CCAF and provides a research tool designed to increase an Airman's awareness of national professional credentialing and funding opportunities available for all Air Force occupational specialties. AF COOL also provides information on specific occupational specialties, civilian occupational equivalencies, AFSC-related national professional credentials, credentialing agencies, and professional organizations. To learn more about AF COOL and funding processes, visit https://afvec.us.af.mil/afvec/af-cool/welcome.

**7.4. Air University Associate to Baccalaureate Cooperative Program (AU-ABC Program).** Directs Airmen with Associate in Applied Science Degrees from the CCAF to a collection of accredited military friendly colleges and universities to consider when completing a four-year degree. The program maximizes the application of military career education and training, and provides a multitude of online academic and support services for the enlisted member. For more information visit https://afvec.us.af.mil/afvec/au-abc/welcome

**8. Certification Programs.** The Under Secretary of Defense for Intelligence and Security (USD(I&S)) has established the goal of professionalizing the Defense Intelligence and Security workforce. There are several USD(I&S)-conferred and -recognized certification programs currently offered and several more in development. Each program is owned by the Functional Manager for the specified content and managed by a distinct Program Management Office. Every certification program has unique eligibility requirements, pre-requisites, test delivery platforms and contact information. Certification is not required for the awarding of or maintenance of an Intelligence Air Force Specialty Code. However, Airmen assigned to a Combat Support Agency (CSA) are encouraged to gain and maintain that CSA's specific training and certifications to further broaden their analytic tradecraft.

**8.1. Intelligence Fundamentals Professional Certification (IFPC).** The Intelligence Fundamentals Professional Certification (IFPC) was developed to accomplish the goal set forth by the Under Secretary of Defense for Intelligence and Security (USD(I&S)) to professionalize the defense intelligence workforce. The IFPC has established a common standard of the fundamental knowledge and skills expected of all who currently serve in and support, and those who hope to serve in and support, the Defense Intelligence Enterprise (DIE). The IFPC is based on cross-cutting and enterprise-wide Defense Intelligence Fundamentals standards, which depict the core expectations of what all Defense Intelligence Professionals, regardless of Service/Agency, Function/Specialty and experience level, must know and be able to do to successfully execute and contribute to the execution of intelligence missions, functions, and activities at the fundamental level. The IFPC will also serve to ensure incoming defense intelligence professionals meet knowledge standards. For more information visit https://dodcertpmo.defense.gov/IFPC/.

**8.2. All-Source Analysis Professional Certification (ASA**). The Certified Department of Defense All-Source Analysis (CDASA) professional certification program is part of an ongoing Under Secretary of Defense for Intelligence and Security (USD(I&S)) initiative to professionalize the DoD intelligence workforce. The CDASA professional certification program is an important element to meet Defense Intelligence Enterprise demands for an integrated, agile, knowledgeable, and professional intelligence workforce that can thrive in a dynamic environment. The CDASA-I certification is accredited by the National Commission for Certifying Agencies (NCCA). NCCA

accreditation is the national "gold standard" for programs that certify professionals. The program assesses eligible candidates' knowledge and performance of all-source analysis skills and emphasizes continued analytic competence through lifelong learning and practice. The program plans to have two progressive credentials, each building on the competency and knowledge of the one before. The Certified DoD All-Source Analyst Level I (CDASA-I) credential is currently available to all DoD Civilian, Coast Guard and Military personnel who perform all-source analysis functions and meet eligibility requirements. The CDASA-II credential is currently going through beta testing. CDASA-II will test the application of analytic tradecraft standards, techniques, and design across several scenarios. For more information visit https://dodcertpmo.defense.gov/CDASA/.

**8.3. GEOINT Professional Certification (GPC).** The GPC is a part of a broader initiative Under Secretary of Defense for Intelligence (USD(I&S)) to further professionalize the Department of Defense Intelligence Enterprise (DIE) Workforce. The GPC will ensure credentialed GEOINT practitioners have demonstrated proficiency in a common set of competencies. This certification program facilitates the advancement of professional development and training standards, promotes better synchronization and alignment of individual capabilities with the DIE through portable credentials, and further professionalizes the workforce. GPC applies to all DoD civilian, military, and contractor practitioners serving in GEOINT-related analytic tradecraft roles throughout the National System of Geospatial-Intelligence (NSG). For more information visit: https://www.nga.mil/resources/GEOINT_Professional_Certification.html

**8.4. Intelligence Community Advanced Analyst Program (ICAAP).** The ICAAP was established in 2007 by the Intelligence Community Analytic Training and Education Council (ICATEC), and is designed to deepen the tradecraft skills of the Intelligence Community's analytic corps and advance the profession of intelligence analysis. ICAAP builds upon the basic tradecraft skills offered at the various IC and DoD agencies and exposes participants to the best analytic work and the processes for accomplishing it. The ICAAP's mission is to advance the intelligence analysis profession through cross-disciplinary and joint training. For more information visit: https://intellipedia.intelink.gov/wiki/Intelligence_Community_Advanced_Analyst_Program

## 9. Experiential Development Opportunities

**9.1. Intelligence Weapons Instructor Course (IWIC).** This rigorous 108-academic day course, formerly known as the Advanced Intelligence Instructor Course (AIIC)**,** develops expert intelligence, surveillance, and reconnaissance (ISR) instructors capable of integrating intelligence into mission planning across all domains. The change to IWIC was implemented starting with class 25B. This course is designed for both officer and enlisted personnel who seek to become weapons officers. Students receive advanced academics and analytical frameworks for joint, multi-domain operations spanning all Air Force core missions. Graduates will be equipped to train units across the Department of the Air Force (DAF) in tactical leadership and instructional methodology for current and future missions. The curriculum utilizes a building block approach, emphasizing instruction, battlespace characterization, ISR capabilities, targeting, integration, and the application of these skills to Air Force core missions. Students will also complete a research project impacting the intelligence community. Enlisted personnel must be an E-4 (with 5 years' Time in Service by class graduation date), E-5 Select, or E-5 through E-6, hold a core AFSC of 1N0X1, 1N4X2, or 1N8X1 (USAF) or 5IXXX (USSF). Enlisted applicants also require a selection board waiver IAW DAFMAN 11-415, with ACC Intelligence MFM concurrence**.** All selectees are required to possess a Top Secret/Sensitive Compartmented Information (TS/SCI) clearance or be submitted for TS/SCI prior to

course attendance. Selection for this course is competitive and follows the process outlined in DAFMAN 11-415, Ch 5.

**9.2. Military Service Integration Program (MSIP):** MSIP is the Department of Defense's premier GEOINT program, designed to cultivate highly qualified military GEOINT managers and technical experts. These individuals will conduct National System for Geospatial Intelligence (NSG) missions supporting national decision-makers, warfighters, and national security objectives. The MSIP develops a cadre of highly qualified GEOINT military professionals through individualized development plans tailored to meet the needs of the services and the NGA and NSG missions. Fellows complete 36 months of mission-essential training and individually tailored NGA operational assignments. This program expands knowledge and skills in analysis, collection management, GEOINT, reporting and dissemination, research, and support to military and intelligence community operational disciplines. Graduates gain an in-depth understanding of GEOINT relationships within the intelligence community and the ability to train others in the tradecrafts they have learned. The MSIP encompasses four distinct programs: the Junior Officer GEOINT Program, the Warrant Officer GEOINT Program, Applied Science Advancement Course (ASAP), and the GEOINT Career Advancement Program (GCAP).

**9.2.1 Applied Science Advancement Course (ASAP):** ASAP is a technically demanding three-year internship program offered by NGA through the MSIP. ASAP develops highly qualified data professionals and future intelligence leaders, participants are required to complete 750 hours of academic courses through the NGA College and become Adjunct Instructor Certified. Participants execute four experiential rotations in key components within the Agency to expand their knowledge and skills in analysis, collection management, targeting, geospatial intelligence, reporting and dissemination, research, and support to military and intelligence community operational disciplines. Experiential rotations are individually tailored based on the experience, skill level, and career development objectives of the participant to meet the needs of the Air Force. Eligibility: Must be an E-4 to E-5 with a record of outstanding performance (E-6 applicants will be vetted on a case-by-case basis). An active duty 9S100 AFSC with no less than 4 years and no more than 12 years of total active military service. For more information visit: https://www.nga.mil/careers/1644508315748_Military_Career_Opportunities.html

**9.2.2 GEOINT Career Advancement Program (GCAP):** The Nation's premier Geospatial Intelligence (GEOINT) Internship program for developing and training professionals. GCAP is a highly selective and rigorous 36-month PCS that falls under the Agency's Military Service Intern Program (MSIP) at NGA's flagship location, the NGA Campus East (NCE) in Springfield, Virginia. The main objectives of the program are to develop highly qualified GEOINT and Targeting technical experts, while investing in future intelligence mission leaders. Eligibility: Must be an E-4 to E-5 with a record of outstanding performance (E-6 applicants will be vetted on a case-by-case basis). An active duty 1N1 or 1N8 AFSC with no less than 4 years and no more than 12 years of total active military service. For more information visit:
https://www.nga.mil/careers/1644508315748_Military_Career_Opportunities.html

**9.3. Education with Industry (EWI).** A highly selective and competitive non-degree educational assignment within an industry related to the student's career field. The program uses a hands-on educational experience to provide students with management skills and technical expertise as they

study best practices with leaders of industry. The assignment is ten months in length and, in most cases, involves a Permanent Change of Station (PCS) both before and after the EWI assignment.

**9.4. NSA Development Programs:** The National Security Agency's development programs are highly selective and provide members with formal professional development opportunities established at the National Security Agency. These programs have been designed to prepare highly qualified, active duty, career military enlisted personnel to fill highly technical positions. Program participants are required to complete rigorous academic requirements through the nationally accredited National Cryptologic University (NCU), as well as complete experiential learning requirements through individually tailored rotational assignments within NSA. The Air Force Cryptologic Office (AFCO), in concert with the NSA/CSS Center for Professional Development, and the AFPC ISR Enlisted Assignments Team manages the NSA Development programs for all enlisted ISR Airmen.

**9.4.1. Military Cryptologic Continuing Education Program (MCCEP).** A career long development program managed by NSA/CSS to provide cryptologic development to 1N2XX, 1N3XX, and 1N4XX. Progression is based on skill proficiency, training history, and mission experience. Enrollment can be done through NSANet and VuPORT.

**9.4.2. Military Signals Analysis Program (MSAP).** 3-year Cryptanalysis and Signals Analysis internship for 1N2X1Cs at NSA is a developmental opportunity designed to prepare personnel to fill COMINT positions through advanced formal training and individually tailored operational assignments. The program combines both formal academic curricula provided by the NCU and on-the-job training which will enhance the individual's capability to perform advanced COMINT signals analysis and specialized signals development duties worldwide. A 3-year active duty service commitment will be required upon completion of the program. For further information on applying to MCSAP contact your supervisor, superintendent, or functional manager for details. Call for packages takes place every fall with RNLTD of the following summer.

**9.4.3. Military ELINT Signals Analysis Program (MESAP).** 3-year Advanced ELINT Signals Analysis Training for 1N2X1As at NSA is designed to prepare personnel to fill technical ELINT positions through advanced formal training and individually tailored operational assignments. The program combines both formal academic curricula provided by the NCU and on-the-job training which will enhance the individual's capability to perform ELINT signals analysis and ELINT specialist duties worldwide. A 3-year active duty service commitment will be required upon completion of the program. For further information on applying to MESAP contact your supervisor, superintendent, or functional manager for details. Call for packages takes place every fall with RNLTD of the following summer.

**9.4.4. Military Operational ELINT Signals Analysis Program (MOSAP).** 3-year internship for 1N2X1As at NSA is designed to prepare personnel to fill operational ELINT positions through advanced formal training and individually tailored operational assignments. The program combines both formal academic curricula provided by the NCU and on-the-job training which will enhance the individual's capability to perform ELINT signals analysis and ELINT specialist duties worldwide. A 3-year active duty service commitment will be required upon completion of the program. For further information on

applying to MOSAP contact your supervisor, superintendent, or functional manager for details. Call for packages takes place every fall with RNLTD of the following summer.

**9.4.5. Middle Enlisted Cryptologic Career Advancement Program (MECCAP).** 3-year internship for 1N2XX, 1N3XX, and 1N4XX at NSA/CSS, Fort Meade, Maryland. Develops the technical and leadership skills of selected NCOs through advanced formal training and a series of individually tailored operational assignments. The program provides career broadening which develops highly skilled cryptologic managers. A 6-year active duty service commitment will be required upon completion of the program. For further information on applying to MECCAP contact your supervisor, superintendent, or functional manager for details. Call for packages takes place every fall with RNLTD of the following summer.

**9.4.6. Military Language Analyst Program (MLAP).** This 3-year internship for 1N3X1X Airmen at NSA prepares language analysts to deal with the increasingly complex tasks facing the cryptologic community. As technical leaders, graduates of this program will be expected to assist in developing the technical skills of junior language analysts and resolve substantive language problems. For further information on how to apply for MLAP, contact your supervisor, superintendent, or functional manager. Call for packages takes place every fall with RNLTD of the following summer.

## 10. Degree Programs.

**10.1. National Intelligence University (NIU).** NIU is an accredited academic institution established by the Department of Defense to prepare ISR professionals for Joint, Air Staff, and MAJCOM level positions. This is a center of excellence for educating military and civilian professionals and conducting and disseminating ISR-related research. The management and outplacement is directed by the CFM office. For more information visit http://ni-u.edu/wp.

**10.1.2. Bachelor of Science in Intelligence (BSI):** The BSI degree is offered through the National Intelligence University as a fourth-year degree completion program that affords those students who have earned three years of undergraduate credits a means of completing their degree requirements. The 11-month intelligence curriculum consists of eleven core courses and six electives to include a summer term capstone project focusing on a current intelligence issue.

**10.1.3. Master of Science in Strategic Intelligence (MSSI).** The MSSI program confers a graduate degree by completing 600-and 700-level courses, plus a master's thesis on an intelligence-related topic. This program is offered on a full-time or part-time basis. All prospective National Intelligence University students must be U.S. citizens who are members of the U.S. Armed Forces or federal government employees. All applicants must possess an active TS//SCI security clearance.

**10.1.4. Master of Science and Technology Intelligence (MSTI).** The MSTI program confers a graduate degree by completing 600-and 700-level courses, plus a master's thesis on a science and technology intelligence topic within the selected S&T concentration that contributes to the overall knowledge base of the Intelligence Community. All prospective National Intelligence University students must be U.S. citizens who are members of the U.S.

Armed Forces or federal government employees. All applicants must possess an active TS//SCI security clearance.

**10.2. Air Force Institute of Technology (AFIT).** Located at Wright-Patterson AFB, Ohio, AFIT is the Air Force's graduate school of engineering and management. AFIT is committed to providing defense-focused graduate and professional continuing education and research to sustain the technological supremacy of America's air and space forces. AFIT provides advanced education opportunities for both officer and enlisted personnel. For more information visit http://www.afit.edu/.

**11. Enlisted Development Teams (DT).** DTs are the deliberate force development steering group for the Intelligence (1N/9S1) portfolio. The DT charter outlines training, education, and experience requirements and provides recommendations to best align 1N/9S1 Chief Master Sergeants (CMSgt) and Senior Master Sergeants (SMSgt) with critical leadership positions across the Air Force and Combatant Commands. In addition, the DT provides feedback on future developmental opportunities for Chiefs and Seniors to continue expanding their professional development within their career field. These DT recommendations are based on tiering system which consists of a hierarchy of echelons comprised of duty assignments that the member is qualified to apply for. For more information, reference the 1N/9S1 DT Charter located at https://usaf.dps.mil/teams/ISR-Forces/SitePages/Home.aspx.

## Section C - Skill Level Training Requirements

**12. Purpose.** Skill-level training requirements in this specialty are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill-level in broad, general terms and establishes the mandatory requirements for entry, award, and retention of each skill-level. The specific task and knowledge training requirements are identified in the STS at Part 2, Section A and B of this CFETP.

**13. Specialty Qualification Requirements.** This information supplements the DAFECD. AFS-specific specialty qualifications can be found in the DAFECD.

**14. Competencies.** The Air Force defines competencies as a combination of knowledge, skills, abilities, and other characteristics that manifest in observable and measurable patterns of behaviors required for mission success. The Air Force Electronic Non-Communications Analyst community has rebuilt the entire training platform by using competencies to identify the behaviors that are needed to be successful on the job. This has been accomplished by identifying and integrating the 1N2X1A, Electronic Non-Communications Analyst occupational competencies and the Air Force's foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

**14.1. Airman's Foundational Competencies.** The foundational competencies are a set of accepted and valued competencies, which enable success across a wide array of DAF missions, roles, functions, and duties. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via

AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 23 Airmen's foundational competencies or a 360-degree assessment, where subordinates, peers, and leaders can also provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a personal improvement plan with targeted resources (videos, reading content, developmental opportunities) are provided for continued self-development. Airman's Foundational Competencies can be found in AFH 36-2647.

**14.2. Occupational Competencies.** Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the knowledge, skills, abilities, and other characteristics needed to perform that function's mission successfully.

**14.2.1. Occupational Competency Model.** A career field's competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen within the Electronic Non-Communications Analyst community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field's strategic objectives.

**14.2.2.** Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field. The model focuses on integrating not just the technical components, but also leadership, management, combat, joint, all-domain, and social mastery competencies required for Airmen to succeed in their career field.

| Competency | Sub-Competency | Sub-Competency Description |
|---|---|---|
| Airmen Development | Leadership | Setting the vision and goals that motivate and inspire others to advance the mission while managing risk and demonstrating emotional intelligence and objectivity to genuinely invest in people, foster teams, and nurture the organizational climate |
| | Training | Teaching or developing, oneself and others, the Knowledge, Skills, Abilities, and Other characteristics (KSAOs) to enhance performance and potential |
| Engagement | Collaboration | The deliberate exchange of information, ideas, expertise, and best practices to build relationships, bridge gaps, and improve effectiveness in order to execute mission objectives across all levels of organization. |
| | Communication | Effectively presenting, promoting, and prioritizing ideas verbally and non-verbally through active listening, clear messaging, and tailoring information to the appropriate audience |
| Management | Resource Management | Processes and techniques used to ensure resources are available and appropriately utilized to achieve desired outcomes |
| | Program Management | The process of organizing and resourcing programs, functions, or projects for organizational performance and compliance |
| Data Literacy | Data Literacy | The ability to gather, read, evaluate, manage, and use structured and unstructured data in the production of intelligence |
| Application | Planning | The art and science of interpreting direction and guidance, translating them into executable activities within imposed limitations, integrating with stakeholders, and assessing the environment to achieve objectives |
| Collection | Collection Operations | The automated and/or manual survey and characterization of the electromagnetic spectrum to identify priority signals of interest and initiate collection in accordance with applicable guidance |
| Analysis | Op ELINT Operations | The tasking, detection, processing, analysis, and tracking of targets through the use of non-communications signals externals and known signal-to-system associations |
| | Tech ELINT Operations | The tasking, collecting, processing, analyzing and characterizing unidentified radar signals or previously undocumented parameters of known radars for the discovery of capabilities and performance assessments |
| | Electromagnetic Warfare Operations | The utilization or analysis of finished intelligence, ISR data, EW system data, and EMOE characterization to support EMS management, and EW acquisitions, planning, targeting, reprogramming and TTP development |

Figure 4. 1N2X1A, Electronic Non-Communications Analyst, Occupational Competency Model

**14.2.3. Occupational Competency Rubric**. After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of a competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn which behaviors are aligned to the career field's strategic direction, the professional developmental expectations, and the criteria for success. Figure 3 provides an example of a competency rubric for the 1N2X1A specialty.

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Data Literacy | ***Expert***<br><br>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area | - Develops data architectures to support enterprise-wide data availability<br>- Collaborates with developers to improve automation methodologies and technologies<br>- Facilitates integration of organization, DAF, and external partner data to establish standards |
| **Sub-Competency**<br>Data Literacy | ***Advanced***<br><br>Depth of Knowledge: New practices of all workplace elements | - Implements data sharing procedures and strategies to facilitate effective inter-system and/or inter-organizational data sharing<br>- Streamlines workflows by developing automation strategies and validating AI/ML requirements and solutions<br>- Creates new programs/tools to automate manual functions |
| **Description**<br>The ability to gather, read, evaluate, manage, and use structured and unstructured data in the production of intelligence. | ***Intermediate***<br><br>Depth of Knowledge: Established practice of all workplace elements | - Correlates data to identify trends and conduct analysis<br>- Applies standard data schemas to unstructured or incomplete data to ensure usability and interoperability with databases<br>- Audits databases to ensure data quality and compliance with applicable data standards |
| **Supporting Competencies**<br>Data Literacy<br>Analytical Thinking<br>Information Seeking<br>Communication | ***Basic***<br><br>Depth of Knowledge: Established practice with some workplace elements | - Queries and manipulates data for intelligence production<br>- Develops data literacy knowledge to increase efficiency in extracting intelligence value from data<br>- Utilizes workflow automation programs to assist intelligence production |

Figure 5. 1N2X1A, Electronic Non-Communications Analyst, Occupational Competency Rubric for Data Literacy

**14.2.4.** To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in figure 4a-c.

| | | |
|---|---|---|
| **Competency**<br>Data Literacy | ← | The competency section states the competency group. |
| **Sub-Competency**<br>Data Literacy | ← | The sub-competency section states the narrower category that forms part of the competency group.<br><br>**Note:** Some models may only consist of a competency and not include a sub-competency. |
| **Description** | ← | |

| | | |
|---|---|---|
| The ability to gather, read, evaluate, manage, and use structured and unstructured data in the production of geospatial intelligence. | | The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS. |
| **Supporting Competencies** | ← | The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency. |
| Data Literacy<br>Analytical Thinking<br>Information Seeking<br>Communication | | |

Figure 5a. Competency Rubric Section 1.

| | | |
|---|---|---|
| **Proficiency Levels** | ← | The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.<br><br>Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert.<br><br>Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allow an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly move up different proficiency levels while they are serving as a technician at a flight; they move quickly because they are exposed to a variety of situations.<br><br>While other criteria (e.g. scope, impact, and reach of influence) require more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do in certain jobs. For example, if scope at the expert level requires job integration with the AF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, Wing, or an organization with far reaching capabilities). |
| ***Expert***<br>***Consistency of Application:***<br>Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency | | |
| ***Advanced***<br>**Consistency of Application:**<br>Sustained application of competency over time in complex situations | | |
| ***Intermediate***<br>**Consistency of Application:**<br>Sustained application of competency over time in a variety of situations | | |
| ***Basic***<br>**Consistency of Application:**<br>Sustained application of competency over time | | |

Figure 5b. Competency Rubric Section 2.

| Observable Behaviors | | The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.<br><br>They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like.<br><br>The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement. |
|---|---|---|
| - Develops data architectures to support enterprise-wide data availability<br>- Collaborates with developers to improve automation methodologies and technologies<br>- Facilitates integration of organization, DAF, and external partner data to establish standards | | |
| - Implements data sharing procedures and strategies to facilitate effective inter-system and/or inter-organizational data sharing<br>- Streamlines workflows by developing automation strategies and validating AI/ML requirements and solutions<br>- Creates new programs/tools to automate manual functions | | |
| - Correlates data to identify trends and conduct analysis<br>- Applies standard data schemas to unstructured or incomplete data to ensure usability and interoperability with databases<br>- Audits databases to ensure data quality and compliance with applicable data standards | | |
| - Queries and manipulates data for intelligence production<br>- Develops data literacy knowledge to increase efficiency in extracting intelligence value from data<br>- Utilizes workflow automation programs to assist intelligence production | | |

Figure 5c. Competency Section 3.

**14.3.** Another key component within the rubric is the supporting competencies section. These are the top four supporting competencies that can help members excel and be successful in that particular sub-competency. Some of these supporting competencies are tied directly to the Airmen's Foundational Competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field's competency model can cultivate those underlying characteristics needed to succeed on the job. Leaders, supervisors, trainers, instructors, or mentors can now set members up for greater success by building these supporting competencies and placing their Airmen in situations where they can apply those strategies. All of these elements come together to ensure we can develop Airmen who are better prepared, present and future mission focused, and ready to succeed in any situation. Additionally, AFH 36-2643, *Air Force Mentoring Program*, has information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

**14.4. Competency Development.** The intent of moving towards a competency-based system is to sharpen our Airmen's tactical expertise, operational competence, strategic vision, and joint

proficiency to lead and execute the full spectrum of USAF missions. This occurs not in a classroom but on the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements in order to attain a 3-, 5-, and 7-skill levels. Competency development allows Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Targeting Analyst community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

**14.4.1.** Below are the competency rubrics for the 1N2X1A, Electronic Non-Communications Analyst specialty.

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Airmen Development | ***Expert***<br><br>Reach of Influence:<br>MAJCOM/AF-Level/Industry | - Develops strategic vision to posture priorities, shape policy, and integrate with stakeholders<br>- Provides data-driven, coordinated, and clearly articulated communication to inform DAF, joint force, ISR community, and/or congressional decision-makers<br>- Influences across organizational boundaries to achieve strategic objectives<br>- Conducts enlisted Development Teams to provide ISR enterprise succession planning and enable talent managementluences across organizational boundaries to achieve strategic objectives |
| **Sub-Competency** | ***Advanced*** | - Leads, mentors, and prepares supervisors to effectively lead teams to achieve mission objectives<br>- Manages, and utilizes personnel based on Knowledge, Skills, Abilities, and Other Characteristics (KSAOs) for mission execution and readiness while ensuring subordinates' professional development |
| Leadership | Reach of Influence:<br>Wing/Institutional | - Recommends role placement of assigned personnel to ensure mission accomplishment and guide subordinates' professional development |
| **Description** | ***Intermediate*** | |
| Setting the vision and goals that motivate and inspire others to advance the mission while managing risk and demonstrating emotional intelligence and objectivity to genuinely invest in people, foster teams, and nurture the organizational climate | Reach of Influence:<br>Unit/Groups | - Communicates and implements higher-level intent and vision to provide purpose and motivation while promoting a healthy climate by facilitating followership<br>- Makes clear, timely, and effective decisions to mitigate risk and execute the mission<br>- Leads personnel or teams within a unit by providing the appropriate feedback and development opportunities for subordinates<br>- Demonstrates transparency, emotional intelligence, and objectivity to build trust |
| **Supporting Competencies** | ***Basic*** | - Maintains individual accountability and encourages peer accountability to successfully execute all duties, instructions, and responsibilities |
| Communication<br>Accountability<br>Leadership<br>Decision Making | Reach of Influence:<br>Individuals | - Makes decisions at the lowest level and identifies and elevates issues through appropriate chain of command<br>- Demonstrates followership by supporting leaders in executing mission, vision, and priorities to contribute to a professional climate and culture<br>- Uses talent management tools for individual career progression |

Figure 6. 1N2X1A Leadership Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Airmen Development | ***Expert***<br><br>Reach of Influence:<br>MAJCOM/AF-Level/Industry | - Represents MAJCOM/Air Force equities on joint and service training working groups and panels to maintain relevance of formal training schools<br>- Establishes Air Force/Inter-Agency training requirements to meet force development requirements<br>- Recommends or authors policy and guidance for training |
| **Sub-Competency**<br>Training | ***Advanced***<br><br>Reach of Influence:<br>Wing/Institutional | - Manages training program by leveraging traditional and/or non-traditional (e.g., vendor, sister-service, inter-agency) training<br>- Develops training strategy and requirements to achieve training and mission objectives<br>- Advocates for resources to train and develop personnel |
| **Description**<br>Teaching or developing, oneself and others, the Knowledge, Skills, Abilities, and Other characteristics (KSAOs) to enhance performance and potential | ***Intermediate***<br><br>Reach of Influence:<br>Unit/Groups | - Trains members to standards to enable successful mission execution<br>- Adjusts use of instructional techniques to enhance training delivery<br>- Updates training records to document training status |
| **Supporting Competencies**<br>Communication<br>Develops People<br>Analytical Thinking<br>Initiative | ***Basic***<br><br>Reach of Influence:<br>Individuals | - Applies and utilizes training resources to increase development of Knowledge, Skills, and Abilities<br>- Reviews and updates personal training records to document training progress/completion<br>- Provides feedback of training material to improve future training iterations |

Figure 7. 1N2X1A Training Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Engagement | ***Expert***<br><br>Scope:<br>Integration with AF-level/within industry | - Synchronizes multi-organizational analytical efforts to provide decision advantage<br>- Formalizes new relationships and processes to facilitate mission execution in response to dynamic requirements |
| **Sub-Competency**<br>Collaboration | ***Advanced***<br><br>Scope:<br>Integration withorganizational strategies | - Evaluates gaps and creates alternative methods to improve collaborative processes<br>- Leverages subject matter expertise with partners to identify and solve complex, cross-organizational challenges<br>- Establishes new partnerships and analytic exchanges to identify opportunities for process improvement and/or mission advancement |
| **Description**<br>The deliberate exchange of information, ideas, expertise, and best practices to build relationships, bridge gaps, and improve effectiveness in order to execute mission objectives across all levels of organization. | ***Intermediate***<br><br>Scope:<br>Integration with concerned areas | - Leverages diverse functional relationships to align intelligence capabilities with changing mission requirements<br>- Forges new relationships to foster collaboration and synchronize efforts |
| **Supporting Competencies**<br>Communication<br>Relationship Building<br>Organizational Awareness<br>Teamwork | ***Basic***<br><br>Scope:<br>Functional Area | - Complies with analytic outreach guidance to refine assessments, identify alternative perspectives, and validate member's assessments<br>- Utilizes existing inter and intra-organizational relationships to align intelligence capabilities with routine mission requirements |

Figure 8. 1N2X1A Collaboration Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Engagement | ***Expert***<br><br>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency | - Coaches, mentors, and guides others on effective communication technique<br>- Creates written policies governing major functional processes and procedures<br>- Provides explanations on issues of significant depth or breadth of content to advise planning and decision making |
| **Sub-Competency**<br><br>Communication | ***Advanced***<br><br>Consistency of Application: Sustained application of competency over time in complex situations | - Responds to impromptu requests and questions in collaborative forums in order to represent mission or organization<br>- Creates written and oral communication with depth or breadth of content to advise planning and inform decision making<br>- Facilitates discussions to influence outcomes and generate crosstalk on various topics |
| **Description**<br><br>Effectively presenting, promoting, and prioritizing ideas verbally and non-verbally through active listening, clear messaging, and tailoring information to the appropriate audience | ***Intermediate***<br><br>Consistency of Application: Sustained application of competency over time in a variety of situations | - Receives and interprets all types of communication with the intent of scrutinizing content and/or gaining different perspectives<br>- Accurately and succinctly articulates intelligence to inform decision makers<br>- Tailors methods of sharing complex or technical concepts to meet audience understanding of subject matterrges new relationships to foster collaboration and synchronize efforts |
| **Supporting Competencies**<br><br>Communication<br>Organizational Awareness<br>Teamwork<br>Flexibility | ***Basic***<br><br>Consistency of Application: Sustained application of competency over time | - Recognizes and employs appropriate communication tools (e.g., email, video-call, teleconference) to target audiences for given situation<br>- Provides information that is understandable and useable<br>- Uses appropriate visualization tools to amplify communication |

Figure 9. 1N2X1A Communication Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Management | ***Expert***<br><br>Impact on: AF-level practices/within industry | - Steers doctrine and policy for long-range planning efforts and future concepts<br>- Influences senior leaders to sustain resources or address gaps<br>- Forecasts emerging manpower needs and ensures sufficient manpower for future mission accomplishment (e.g., PPBE, accessions, retraining, etc.) |
| **Sub-Competency**<br><br>Resource Management | ***Advanced***<br><br>Impact on: Management decisions | - Advises operational and tactical leaders on fielding of resources<br>- Manages capability portfolios to align with allocated budget<br>- Utilizes Planning, Programing, Budgeting & Execution process (PPB&E) to meet ISR requirements<br>- Creates, reviews, and routes billet change requests to ensure appropriate skills, ranks, and experience is in place for mission accomplishment |
| **Description**<br><br>Processes and techniques used to ensure resources are available and appropriately utilized to achieve desired outcomes | ***Intermediate***<br><br>Impact on: Specific workplace projects | - Advocates for resources to address or prevent mission degradation<br>- Analyzes resource utilization to validate, prioritize, and deconflict project requirements for the fiscal year execution plan and future requirements<br>- Manages work center resources for mission execution<br>- Identifies future manning requirements within assigned work center and initiates and/or recommends courses of action to decision makers |
| **Supporting Competencies**<br><br>Resource Management<br>Organizational Awareness<br>Communication<br>Decision Making | ***Basic***<br><br>Impact on: Specific workplace tasks | - Identifies and elevates resource needs (e.g., material, equipment, time, asset) to execute mission requirements<br>- Utilizes resources appropriately to accomplish assigned tasks and prevent damage, fraud, waste and abuse |

Figure 10. 1N2X1A Resource Management Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Management | ***Expert***<br><br>Reach of Influence: Authority over MAJCOM/AF-Level/Industry | - Creates and disseminates program guidance to meet organizational needs<br>- Advocates for and/or directs change to improve program management across the enterprise<br>- Inspects programs and processes to ensure compliance with service and national policy |
| **Sub-Competency**<br>Program Management | ***Advanced***<br><br>Reach of Influence: Authority over Wing/Institutional | - Shapes future program requirements and standards in response to evolving mission requirements<br>- Defines and evaluates program policy and guidance to ensure alignment with mission requirements<br>- Leads in the integration of multiple projects to achieve collective objectives |
| **Description**<br>The process of organizing and resourcing programs, functions, or projects for organizational performance and compliance | ***Intermediate***<br><br>Reach of Influence: Authority over Unit/Groups | - Develops and implements program policy and guidance to ensure alignment with mission requirements<br>- Recommends policy and guidance waivers or changes for evolving requirements<br>- Identifies trends and presents courses of action to resolve challenges or discrepancies within a program |
| **Supporting Competencies**<br>Accountability<br>Analytical Thinking<br>Change Management<br>Communication | ***Basic***<br><br>Reach of Influence: Authority over self/peers/individuals | - Follows established procedures to execute program functions<br>- Informs stakeholders of program status, shortfalls, timeline, and resource requirements to guide decision-making<br>- Uses established security procedures to safeguard and protect classified information |

Figure 11. 1N2X1A Program Management Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Data Literacy | ***Expert***<br><br>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area | - Develops data architectures to support enterprise-wide data availability<br>- Collaborates with developers to improve automation methodologies and technologies<br>- Facilitates integration of organization, DAF, and external partner data to establish standards |
| **Sub-Competency**<br>Data Literacy | ***Advanced***<br><br>Depth of Knowledge: New practices of all workplace elements | - Implements data sharing procedures and strategies to facilitate effective inter-system and/or inter-organizational data sharing<br>- Streamlines workflows by developing automation strategies and validating AI/ML requirements and solutions<br>- Creates new programs/tools to automate manual functions |
| **Description**<br>The ability to gather, read, evaluate, manage, and use structured and unstructured data in the production of intelligence. | ***Intermediate***<br><br>Depth of Knowledge: Established practice of all workplace elements | - Correlates data to identify trends and conduct analysis<br>- Applies standard data schemas to unstructured or incomplete data to ensure usability and interoperability with databases<br>- Audits databases to ensure data quality and compliance with applicable data standards |
| **Supporting Competencies**<br>Data Literacy<br>Analytical Thinking<br>Information Seeking<br>Communication | ***Basic***<br><br>Depth of Knowledge: Established practice with some workplace elements | - Queries and manipulates data for intelligence production<br>- Develops data literacy knowledge to increase efficiency in extracting intelligence value from data<br>- Utilizes workflow automation programs to assist intelligence production |

Figure 12. 1N2X1A Data Literacy Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Application | ***Expert***<br><br>Impact on:<br>AF-level practices/within industry | - Codifies senior leader intent into strategy and mission objectives for tasking and plan initiation<br>- Advises strategic-level planning effort(s) that spans the Conflict Continuum to create plan(s) and strategies |
| **Sub-Competency**<br><br>Planning | ***Advanced***<br><br>Impact on:<br>Management decisions | - Synthesizes guidance and authoritative documents to develop a framework for team members to systematically develop an executable plan<br>- Develops adversary course of action based on threats and operational environment considerations to inform multi-domain plan development and phasing<br>- Develops exercises and/or wargames |
| **Description**<br><br>The art and science of interpreting direction and guidance, translating them into executable activities within imposed limitations, integrating with stakeholders, and assessing the environment to achieve objectives | ***Intermediate***<br><br>Impact on:<br>Specific workplace projects | - Interprets guidance and authoritative documents outlining mission objectives to provide direction to planning team(s)<br>- Integrates new information to adapt planning<br>- Engages with stakeholders to support planning processes<br>- Participates in exercises and/or wargaming of proposed plan to highlight planning gaps and vulnerabilities |
| **Supporting Competencies**<br><br>Strategic Thinking<br>Analytical Thinking<br>Organizational Awareness<br>Communication | ***Basic***<br><br>Impact on:<br>Specific workplace tasks | - Identifies direction, guidance, and authoritative documents that inform planning to extract specified, implied, and essential tasks<br>- Uses resources available and presents targeting information to support planning (i.e. networks/people/tools/checklists/planning methodologies) |

Figure 13. 1N2X1A Planning Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Collection | ***Expert***<br><br>Depth of Knowledge:<br>New practices/concepts and theories of all workplace elements; is a credible resource in this area | - Formulates collection strategies and steers organization policy to foster new collection tactics<br>- Aligns mission capabilities with HHQ requirements to optimize mission performance<br>- Influences system design, assembles and/or deploys collection systems to satisfy nationally current and future collection requirements |
| **Sub-Competency**<br><br>Collection Operations | ***Advanced***<br><br>Depth of Knowledge:<br>New practices of all workplace elements | - Assesses the effectiveness of the collection plan and provides feedback to tasking authorities to meet the original and evolving intelligence needs<br>- Leverages resources and seeks opportunities to cross-cue multidiscipline sensors<br>- Formulates guidance to effect mission management and reporting requirements<br>- Informs systems updates to improve signal environment characterization |
| **Description**<br><br>The automated and/or manual survey and characterization of the electromagnetic spectrum to identify priority signals of interest and initiate collection in accordance with (IAW) applicable guidance. | ***Intermediate***<br><br>Depth of Knowledge:<br>Established practices of all workplace elements | - Prioritizes and deconflicts collection requirements for sensor tasking allocations to meet mission objectives<br>- Recognizes, collects, and processes adaptive waveforms for initial reporting<br>- Identifies sensor and environmental limitations and anomalies to validate data and perform troubleshooting |
| **Supporting Competencies**<br><br>Analytical Thinking<br>Communication<br>Information Seeking<br>Data Literacy | ***Basic***<br><br>Depth of Knowledge:<br>Established practice with some workplace elements | - Monitor Electromagnetic Operational Environment (EMOE) to execute tasking<br>- Interprets and reports signals characteristics to fulfill collection tasking<br>- Identifies SIGINT collections systems and processes |

Figure 14. 1N2X1A Collection Operations Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Analysis | ***Expert***<br>Consistency of Application:<br>Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency | - Leverages long-term adversary capabilities assessments to drive strategic planning<br>- Guides quality assurance practices specific to areas of expertise<br>- Conveys complex analyses in a clear and actionable manner to inform decision making<br>- Assimilates and advises on new technologies to the field to advance community practices |
| **Sub-Competency**<br>OpELINT Operations | ***Advanced***<br>Consistency of Application:<br>Sustained application of competency over time in complex situations | - Interprets new or unusual activities to facilitate strategic decision making and data-driven actions<br>- Develops and refines mission-specific quality standards, guidelines, and best practices to establish benchmarks for consistency, accuracy, and timeliness<br>- Implement new tools, methodologies, and technical advancements to enhance mission |
| **Description**<br>The tasking, detection, processing, analysis, and tracking of targets through the use of non-communications signals externals and known signal-to-system associations. | ***Intermediate***<br>Consistency of Application:<br>Sustained application of competency over time in a variety of situations | - Leverages statistical concepts to provide feedback for collectors and inform decision makers<br>- Develops fused products from multi-discipline finished intelligence to provide situational awareness<br>- Recognizes limitations based on collection posture to clarify analysis findings<br>- Correlates ELINT trends with adversary activity to predict probable courses of action |
| **Supporting Competencies**<br>Analytical Thinking<br>Information Seeking<br>Data Literacy<br>Communication | ***Basic***<br>Consistency of Application:<br>Sustained application of competency over time | - Utilizes Tactical Data Processor (TDP) to track and perform trend analysis of adversary disposition of forces<br>- Identifies Essential Elements of Information (EEIs) for accurate time sensitive and serialized reporting |

Figure 15. 1N2X1A OpELINT Operations Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Analysis | ***Expert***<br>Consistency of Application:<br>Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency | - Guides quality assurance practices specific to improve mission areas<br>- Conveys complex analyses in a clear and actionable manner to inform decision making<br>- Assimilates and advises on new technologies to the field to advance community practices |
| **Sub-Competency**<br>TechELINT Operations | ***Advanced***<br>Consistency of Application:<br>Sustained application of competency over time in complex situations | - Interprets new or unusual radar activity to facilitate strategic decision making and data-driven actions<br>- Develops and refines mission-specific quality standards, guidelines, and best practices to establish benchmarks for consistency, accuracy, and timeliness<br>- Implements new tools, methodologies, and technical advancements to enhance mission |
| **Description**<br>The tasking, collecting, processing, analyzing and characterizing unidentified radar signals or previously undocumented parameters of known radars for the discovery of capabilities and performance assessments | ***Intermediate***<br>Consistency of Application:<br>Sustained application of competency over time in a variety of situations | - Fuses multiple ELINT sources of data to make comprehensive and accurate assessments<br>- Applies radar theory principles to inform analytical judgements<br>- Assesses radar performance capabilities based on parametric findings to create analytical judgements<br>- Utilizes statistical information to support data-driven reporting |
| **Supporting Competencies**<br>Analytical Thinking<br>Data Literacy<br>Information Seeking<br>Precision | ***Basic***<br>Consistency of Application:<br>Sustained application of competency over time | - Applies radar theory principles to perform signals analysis<br>- Utilizes mathematical relationships to calculate radar performance characteristics<br>- Identifies undocumented parameters to update reference databases<br>- Authors preliminary TechELINT reports to disseminate findings to customers |

Figure 16. 1N2X1A TechELINT Operations Competency Rubric

| Competency | Proficiency Levels | Observable Behaviors |
|---|---|---|
| Analysis | ***Expert***<br><br>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency | - Facilitates Military Information Support Operations (PSYOP, MILDEC, PA, etc.) planning and execution to maximize CCMD OPLAN effects and MAJCOM exercise training<br>- Identifies U.S. vulnerabilities to recommend EMS mitigation (JSIRS, JNWC/CSpOC coord/deconfliction), fires (kinetic/non-kinetic), corrective actions (planning, reprogramming), and EW acquisitions (systems, jamming capabilities, JUONs) |
| **Sub-Competency**<br><br>Electromagnetic Warfare Operations | ***Advanced***<br><br>Consistency of Application: Sustained application of competency over time in complex situations | - Leverages total force TTPs (purple+) and determines holistic AOR EW threat characterization to generate/inform JEMSO products (Flight Plan, Targeting, SPINS) and HHQ decisions<br>- Advises on EW capabilities and planning processes to effect the Joint All-Domain Operational environment<br>- Assimilates new technologies to the field to advance community practices |
| **Description**<br><br>Utilization or analysis of finished intelligence, ISR data, EW system data, and EMOE characterization to support EMS management, and EW acquisitions, planning, targeting, reprogramming and TTP developments. | ***Intermediate***<br><br>Consistency of Application: Sustained application of competency over time in a variety of situations | - Identifies system or programming errors, intelligence gaps, or changes within the EMOE (Integrated Air Defense System (IADS), Satellite Communication (SATCOM), Counter Unmanned Aerial System (C-UAS), data-links, communications, jamming) to effect reprogramming improvement<br>- Applies EW planning processes and coordinates EW requests (NERF, JCEF, other) to accomplish EMBM |
| **Supporting Competencies**<br><br>Analytical Thinking<br>Information Seeking<br>Data Literacy<br>Creative Thinking | ***Basic***<br><br>Consistency of Application: Sustained application of competency over time | - Aggregates finished intelligence to support reprogramming and targeting<br>- Monitors for changes in the Electromagnetic Operating Environment (EMOE) and reports to stakeholders IAW applicable directives<br>- Correlates EW, EMOE, and EMSO principles with planning processes to effect Electromagnetic Battle Management (EMBM) and influence EMSO |

Figure 17. 1N2X1A Electromagnetic Warfare Competency Rubric

**15. Training Decisions.** The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Electronic Non-Communications Analyst specialty. A significant change has been to shift the focus from task-based training to one that is more centered on outcomes-based learning. A task is a unit of work activity or operation which forms a significant part of a duty. These are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on learning outcomes allow organizations, leaders, supervisors, and trainers to incorporate foundational competencies and underlying characteristics (values, traits, attitudes) into learning, which is necessary for developing Airmen with the competencies needed for future challenges. The following decisions were made by a career field STRT held at the National Intelligence University (NIU) in Bethesda, Maryland., and were made as a result of close coordination between HQ AETC, 2AF Technical Training, schoolhouse instructors and staff, field SMEs, functional managers and the AFCFM. The final training requirements are then approved by the Career Field Manager.

**15.1.** The 1N2X1A Planning Workshop was held at Goodfellow AFB in May 2024. Subject Matter Experts from ACC, AETC, AFDW and PACAF sought to develop the learning outcomes for the 1N2X1A Occupational Competency Model. This was accomplished by reverse engineering the behaviors found in the Electronic Non-Communications Analyst occupational competency model and

then by asking "what does an Airman need to able to know and do in order to master a specific behavior?". The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. Formal training will be codified by using the behavioral statement coding system for the STS as opposed to the proficiency code key. As a result, each line item will consist of a verb and the coding system for formal training will only use P (performance), K (knowledge), and pk (performance-knowledge).

**15.2.** The CFETP Part II identifies twelve (12) sub-competencies. Each competency is further broken down into the following proficiency levels; basic, intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies can allow Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission capabilities, mission readiness, and mission success for the agile, future thinking Airman. Airmen, supervisors, trainers, mentors, and leaders should look for opportunities to integrate the supporting competencies into every facet of an Airmen's development as they seek to gain and increase proficiency within the 1N2X1A competencies.

**15.3. Apprentice (3-Level) Training.** The AFSC-specific Apprentice Course serves as the initial skills course and must be completed to be awarded a 1N/9S1 AFSC. Initial skills in this specialty consist of the tasks and knowledge provided in the respective 3-skill level initial skills courses; 1N/9S1 initial skills courses are located at Goodfellow AFB, TX; Monterey, CA; Fort Huachuca, AZ; and Corry Station, FL. Individuals must complete their initial skills course to be awarded their 1N/9S1 AFSC.

| | |
|---|---|
| KNOWLEDGE | Knowledge is mandatory of: intelligence and cryptologic support operations provided to commanders, service cryptologic elements, and national agencies; joint service relationships and operational concepts; tasking strategies; non-communications networks, radio wave propagation; modulation theory and techniques; radar theory, fundamentals of physics, functions and operations of electronic equipment; reporting formats and procedures; basic computer operations; directives for handling, distributing, and protecting defense information; and electronic principles applicable to collection and analysis; missions and functions of ELINT, EMSO, IO, and EW related to SIGINT operations. |
| EDUCATION | For entry into this specialty, award of high school diploma or General Education Development (GED) equivalency, with courses in electronics, mechanics, physics, algebra, trigonometry, and computers is desirable. |
| TRAINING | For award of AFSC 1N2X1A, completion of the Electronic Signals Intelligence course is mandatory. |
| EXPERIENCE | None required. |
| OTHER | For award and retention of AFSC: When required for a current or future assignment, Airmen must successfully complete a Counterintelligence (CI) polygraph or meet all customer access eligibility requirements. After 12 months from the date of requirement, Airmen who fail to successfully |

| | |
|---|---|
| | complete a polygraph or do not meet mission, system, and/or facility access eligibility requirements should be considered for retraining or separation.<br><br>Must maintain local network access IAW AFI 17-130, *Cybersecurity Program Management* and DAFMAN 17-1301*, Computer Security.* Specialty requires routine access to Tier 5 (T5) information, systems, or similar classified environment. Completion of a current T5 Investigation IAW DoDM 5200.02, AFMAN 16-1405, *Air Force Personnel Security Program,* is mandatory.<br><br>*NOTE: Initial attendance in 1N2X1A AFSC awarding course without a completed T5 Investigation is authorized provided an interim T5 eligibility has been granted IAW DoDM 5200.02, AFMAN 16-1405. Airmen who cannot obtain at least an Interim T5 for programmed class-start are not eligible for entry into the AFSC. Award of the entry level without a completed T5 clearance is authorized provided an interim Top Secret/SCI eligibility has been granted by the DoD Central Adjudication Facility.* |
| IMPLEMENTATION | Attendance at the career field-specific Apprentice course is mandatory for award of the 3-skill level unless waived by the 1N/9S1 AFCFM. |

**15.4. Journeyman (5-Level) Training.** To qualify for award of the 5-skill level, Airmen must: (1) complete duty position qualification training; (2) complete the B-CDP; (3) complete UGT; (4) meet mandatory requirements listed in the specialty description in the DAFECD and CFETP; and (5) be recommended by their supervisor and approved by their commander. UGT consists of completing duty position training, certification on all specified core task training, and appropriate courses as outlined in the CFETP. ***Note:** ARC requires a minimum of 12 months in upgrade training (9 months for retrainees). HQ AFRC/ANG is the authority for time-in-training waivers for the ARC. For AFRC personnel time-in-training waivers are reviewed by AFRC/A1 and channeled through the AFRC/MFM for a final decision utilizing the Classification Waiver Guide. For ANG personnel guidance on time-in-training waivers is identified in the ANG Classification Waiver Guide.

| | |
|---|---|
| KNOWLEDGE | Knowledge is mandatory of: intelligence and cryptologic support operations provided to commanders, service cryptologic elements, and national agencies; joint service relationships and operational concepts; tasking strategies; non-communications networks, radio wave propagation; modulation theory and techniques; radar theory, fundamentals of physics, functions and operations of electronic equipment; reporting formats and procedures; basic computer operations; directives for handling, distributing, and protecting defense information; and electronic principles applicable to collection and analysis; missions and functions of ELINT, EMSO, IO, and EW related to SIGINT operations. |
| TRAINING | Completion of B-CDP |

| | |
|---|---|
| EXPERIENCE | Qualification in and possession of 1N231A AFSC<br>Completion of and certification in all 5-level STS core tasks.<br>Completion of applicable AFJQSs/AFQTPs.<br>Completion of all local tasks assigned for the duty position.<br>There is no minimum Time in Training requirement. |
| OTHER | For award and retention of AFSC: When required for a current or future assignment, Airmen must successfully complete a Counterintelligence (CI) polygraph or meet all customer access eligibility requirements. After 12 months from the date of requirement, Airmen who fail to successfully complete a polygraph or do not meet mission, system, and/or facility access eligibility requirements should be considered for retraining or separation.<br><br>Must maintain local network access IAW AFI 17-130, *Cybersecurity Program Management* and DAFMAN 17-1301*, Computer Security.* Specialty requires routine access to Tier 5 (T5) information, systems, or similar classified environment. Completion of a current T5 Investigation IAW DoDM 5200.02, AFMAN 16-1405, *Air Force Personnel Security Program,* is mandatory. |
| IMPLEMENTATION | Entry into 5-skill level UGT is initiated after the individual has completed 3-level basic skills training. Upon entry into UGT, personnel will undergo OJT to become certified in all 5-skill level core tasks reflected in the STS. Students must also complete the Intelligence B-CDP. |

**15.5. Craftsman (7-Level) Training.** To qualify for award of the 7-skill level, Airmen must: (1) be a Staff Sergeant or Staff Sergeant select; (2) complete UGT; (3) meet mandatory requirements listed in the specialty description in the DAFECD and CFETP; (4) if applicable, complete the B-CDP for specialties not possessing a 5-skill level (1N7); (5) be recommended by the supervisor and approved by their commander. UGT consists of completing duty position training, certification on all specified core task training, and appropriate courses as outlined in the CFETP. ***Note:** ARC requires a minimum of 12 months in upgrade training (6 months for retrainees). HQ AFRC/ANG is the authority for time-in-training waivers for the ARC. For AFRC personnel time-in-training waivers are reviewed by AFRC/A1 and channeled through the AFRC/MFM for a final decision utilizing the Classification Waiver Guide. For ANG personnel guidance on time-in-training waivers is identified in the ANG Classification Waiver Guide.

| | |
|---|---|
| KNOWLEDGE | Knowledge is mandatory of: intelligence and cryptologic support operations provided to commanders, service cryptologic elements, and national agencies; joint service relationships and operational concepts; tasking strategies; non-communications networks, radio wave propagation; modulation theory and techniques; radar theory, fundamentals of physics, functions and operations of electronic equipment; reporting formats and procedures; basic computer operations; directives for handling, distributing, and protecting defense information; and electronic principles applicable to |

| | |
|---|---|
| | collection and analysis; missions and functions of ELINT, EMSO, IO, and EW related to SIGINT operations. |
| TRAINING | No mandatory AETC training courses are required for upgrade. |
| EXPERIENCE | Qualification in and possession of the 1N251A AFSC.<br>Experience performing or supervising 1N/9S1 functions specific to your career field.<br>Completion of all 7-level STS core tasks.<br>Completion of applicable AFJQSs/AFQTPs.<br>Completion of all local tasks assigned for the duty position.<br>There is no minimum Time in Training requirement. |
| OTHER | For award and retention of AFSC: When required for a current or future assignment, Airmen must successfully complete a Counterintelligence (CI) polygraph or meet all customer access eligibility requirements. After 12 months from the date of requirement, Airmen who fail to successfully complete a polygraph or do not meet mission, system, and/or facility access eligibility requirements should be considered for retraining or separation.<br><br>Must maintain local network access IAW AFI 17-130, *Cybersecurity Program Management* and DAFMAN 17-1301*, Computer Security.* Specialty requires routine access to Tier 5 (T5) information, systems, or similar classified environment. Completion of a current T5 Investigation IAW DoDM 5200.02, AFMAN 16-1405, *Air Force Personnel Security Program,* is mandatory. |
| IMPLEMENTATION | Personnel selected for promotion to SSgt will enter 7-skill level upgrade training the first day of the promotion cycle (1 September each year) except for Stripes for Exceptional Performers (STEP) promotees and retrainees. Retrainees, SSgt and above, are entered into 7-skill level UGT upon award of the 5-skill level. Enter STEP promotees and ARC personnel into 7-skill level UGT upon the date of promotion to SSgt. Personnel selected for "out-of-cycle" promotion to SSgt will enter 7 level upgrade training the first day of the following month that AFPC announces the promotions. |

**15.6. Superintendent (9-Level) Training.** To qualify for award of the 9-skill level, Airmen must: (1) be a Senior Master Sergeant (SMSgt); (2) meet mandatory requirements listed in the DAFECD; (3) and be recommended by their supervisor and approved by their commander.

| | |
|---|---|
| KNOWLEDGE | Deep understanding of intelligence operations across the spectrum of joint and Air Force missions. Organize, train, and equip intelligence personnel. Manage intelligence operations, programs, production, and projects. Display strong leadership, managerial and staffing skills. Employ strategic communication, strategic outlook, manpower knowledge, effective writing in support of commander's priorities. Drive talent management and tradecraft growth. |
| TRAINING | Recommended completion of the A-CDP. |
| EXPERIENCE | Qualification in and possession of a 1N AFSC at the 7 skill-level is mandatory.<br>Experience in functions such as managing activities within the intelligence process; preparing and providing intelligence sup ort to operations, exercises, or simulations; or producing analytical studies as required.<br>There is no minimum Time in Training requirement. |
| OTHER | For award and retention of this AFSC: When required for a current or future assignment, Airmen must successfully complete a Counterintelligence (CI) polygraph or meet all customer access eligibility requirements. After 12 months from the date of requirement, Airmen who fail to successfully complete a polygraph or do not meet mission, system, and/or facility access eligibility requirements should be considered for retraining or separation.<br><br>Must maintain local network access IAW AFI 17-130, *Cybersecurity Program Management* and DAFMAN 17-1301*, Computer Security.* Specialty requires routine access to Tier 5 (T5) information, systems, or similar classified environment. Completion of a current T5 Investigation IAW DoDM 5200.02, AFMAN 16-1405, *Air Force Personnel Security Program,* is mandatory. |
| IMPLEMENTATION | None. |

**15.6.1. Intelligence Superintendent (1N092).** All 1N071, 1N171A, 1N771, and 1N871 Master Sergeants who have been selected for promotion to Senior Master Sergeant will possess the 1N092 AFSC once promoted. Duties and responsibilities of a 1N092, Intelligence Superintendent, can be found in the DAFECD.

**15.6.2 Cryptologic Intelligence Superintendent (1N292).** All 1N271X, 1N371X, 1N471A, and 1N4X2 Master Sergeants who have been selected for promotion to Senior Master Sergeant will possess the 1N292 AFSC once promoted. Duties and responsibilities of 1N292, Cryptologic Intelligence Superintendent, can be found in the DAFECD.

**15.4. Additional Training Sources.**

**15.4.1. Digital University.** A location with a massive repository of digital skills-based training. Training includes artificial intelligence and machine learning, cybersecurity, and software

development just to name a few. This is important as we grow as Airmen. Data will be increasingly more important to understand as a weapon and tool against our adversaries. Anyone with an af.mil email account can apply to improve their digital fluency. The Digital University is where you can find training for digital awareness and data fluency referenced in the KSAs on the Career Paths for SSgt and MSgt. The ability to understand and successfully manage data is a critical KSA for all Intelligence Airmen. For more information visit https://digitalu.af.mil/app to sign up.

**15.4.2. 1N2X1A/1N2X1C Force Development and Management Flight Plan:** This flight plan will outline the framework to deliberately develop Airman post-graduation of the Initial Skills Course in an effort to gain technical expertise, talent, and advanced analysts capable of obtaining advantages and insights to adversary next-generation weapons systems and technologies. For more information visit the General | 1N2 Community | Microsoft Teams page for the current version.

## *Section D - Resource Constraints*

**16. Purpose.** This section identifies known resource constraints which precludes optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

### 16.1. Three Level Training:

14.1.1. Constraints. None.
14.1.2. Impact. None.
14.1.3. Resources Required. None.
14.1.4. Action Required. None.
14.1.5. OPR/Target Completion Date. None.

### 16.2. Five Level Training:

14.2.1. Constraints. None.
14.2.2. Impact. None.
14.2.3. Resources Required. None.
14.2.4. Action Required. None.
14.2.5. OPR/Target Completion Date. None.

### 16.3. Seven Level Training:

14.3.1. Constraints. None.
14.3.2. Impact. None.
14.3.3. Resources Required. None.
14.3.4. Action Required. None.
14.3.5. OPR/Target Completion Date. None.

**PART II**

***Section A – Specialty Training Standards***

**1. Implementation.** The STS (attached) will be used for technical training provided by AETC.

**2. Purpose.** As prescribed in DAFMAN 36-2689, *Training Program*, this STS:

**2.1.** Column A (Competencies, Behaviors, and Learning Outcomes) lists the competencies, required behaviors and learning outcomes associated with the 1N2X1A Occupational Competency Model to perform at the Basic, Intermediate, Advanced, and Expert proficiency levels.

**2.2.** Column B (Behavior Match) indicates which of the required behaviors listed in the competency heading the learning outcome is associated with.

**2.3.** Column C (Core/Cert) identifies learning outcomes requiring third party certification with a "C".

**2.4.** Column D (Wartime) This column isn't used for the 1N/9S1 portfolio, all identified 3-level requirements are also Wartime course requirements.

**2.5.** Column E (Deployment */SEI +/CBRN ♦) Learning Outcomes identified with an (*) are competencies Intelligence Airmen should be qualified on (per their skill level) prior to deployment. Items identified with a (+) are reserved for the award of a specific SEI. There are currently no outcomes identified by the CFM with an (*) or (+).

**2.5.1.** Learning outcomes identified with an (♦) require annual CBRN (Training Task Qualification) training in the work center. Per DAFI10-2503, para 6.5.1.1., CBRN Defense TQT is defined as a hands-on event in MOPP 4 gear performing regular duties. Unit Commanders will identify tasks within their Master Training Plans (MTP) and ensure Airmen can perform these tasks if chemical, biological, radiological or nuclear (CBRN) warfare hazards are present based on their mission requirements.

**2.6.** Columns K-M (3-Lvl, 5-Lvl, 7-Lvl) identify learning outcome requirements by skill-level. A behavioral proficiency code in the column indicates the outcome is taught in a formal course to that proficiency. A "C" in the column identifies the Learning Outcome as a Core Task that is completed and certified using a "Go/No Go" standard for Upgrade Training in the respective skill-level column.

**2.7.** Becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, *Individual Training Record* folder, and used according to DAFMAN 36-2689.

**3. Recommendations.** Comments and recommendations are invited concerning the quality of AETC training. Feedback can be sent to the 17th TRG/CCME at 17TRG.CCME2@us.af.mil. Be sure to reference and identify the specific area of concern (paragraph, training standard element, etc.) you would like resolved.

## *Section B – Training Course Index*

**1. Purpose.** The purpose of this section is to aid commanders, supervisors, and trainers, by providing a list of training courses available to personnel within the Electronic Non-Communications specialty. Many of the courses listed in this section are often required to satisfy command, organization, or position unique training requirements that are not part of formal initial skills or upgrade training. Supervisors should refer questions concerning specialized training, not available at the unit, to their respective unit/base training manager or to their command/joint activity functional manager. Course information can be found on the USAF Education Training Course Announcements (ETCA) page. A listing of courses with specific student reporting instructions that must be reviewed prior to attending any course can be found here (https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx?isdlg=1). **NOTE:** Although not all inclusive, the courses listed represent much of the formal training recognized by the functional community as applicable to the Electronic Non-Communications specialty.

**2. In-Residence Courses.**

| Course ID | Course Name | Course Location |
|---|---|---|
| X5AZN1N551 0A2A | Intermediate OpELINT Analyst | NAS Corry Station, FL |
| X5AZG1N551 0A2A | Intermediate Technical ELINT Analysis (SIGE2810/3801/3811/3812/3813) | Goodfellow AFB, TX |
| X5AZG1N571 0A1A | Advanced ELINT Collection & Analysis (SIGE4810) | Buckley SFB, CO |
| X3AZR1NXXX 0B1A | Advanced Career Development Program (A-CDP) | Goodfellow AFB, TX |
| B-V7C-E PN | Introduction to Electromagnetic Warfare (IEW) | NAS Corry Station, FL |
| S-V8E-S | Electromagnetic Spectrum Operations Course (EMSOC) | NAS Corry Station, FL |
| S 230 0050 | Joint Electromagnetic Spectrum Operations Theater Operations Course (JEMSOTOC) | JBSA-Lackland, TX |
| X3OZR14N3 0A1C | Intelligence, Surveillance, and Reconnaissance Operators Course (IROC) | Goodfellow AFB, TX |
| X6ONW14NX 0A1B | Intermediate Critical Thinking and Structured Analysis | Goodfellow AFB, TX |
| BMC2 IIQC | Battle Management Command & Control Intelligence Initial Qualification Course | Tinker AFB, OK |
| ACC ADV CIN | Advanced Contingency Intelligence Network (CIN) | Nellis AFB, NV |
| ACC IOIC | Information Warfare Integrators Course | Hurlburt Fld, FL |
| AOR-211 | INDOPACOM Operations | Hurlburt Fld, FL |

**3. Online/Mobile Training Courses.**

| Program | Link |
|---|---|
| VUport | JWICS/NSAnet – https://www.vuport.ngl.web.nsa.ic.gov/ |
| DIA MTTs | https://intelshare.intelink.gov/sites/ADI/SitePages/INTELLIGENCE%20TRAINING.aspx?WikiPageMode=Edit&InitialTabId=Ribbon.EditingTools.CPEditTab&VisibilityContext=WSSWikiPage |
| JKO (Joint Knowledge Online) | https://jkodirect.jten.mil/ |
| AGILE | JWICS – https://agile.coe.ic.gov<br>SIPRNet – https://agile.dia.smil.mil |

## *Section C - MAJCOM Unique Training*

**1. Purpose.** This section provides general instructions for MAJCOMs and Joint Activities that have training requirements unique to their respective organizations.

**2. Responsibilities.**

**2.1. MAJCOM Unique Training.**

2.1.1. MFMs are responsible for ensuring the implementation of this CFETP within their respective commands and the development, implementation, and management of supplemental training plans/programs, as necessary, to satisfy command-unique training requirements.

2.1.2. MFMs should work closely with command training managers to ensure supplemental training plans/programs to support command-unique requirements are consistent with the requirements set forth within this CFETP or governing directives.

2.1.3. MFMs are also responsible for fulfilling the responsibilities listed in DAFI 36-2670 Part I, Section A of this CFETP.

**2.2. Joint Activity Unique Training.**

2.2.1. Joint Activity Functional Managers are responsible for ensuring the implementation of this CFETP within their respective joint activity and the development, implementation, and management of supplemental training plans/programs, as necessary, to satisfy joint activity-unique training requirements.
2.2.2. Joint activity Functional Managers should work closely with the training manager assigned to the supporting Air Force Element (AFELM), to ensure supplemental training plans/programs to support joint activity-unique requirements are consistent with the requirements set forth within this CFETP or governing directives.

*IMPORTANT REFERENCE LINKS*

**561st Weapons Squadron:**
https://intelshare.intelink.gov/sites/561jts/AFTTP_Online/Lists/AFTTP%20Links/AllItems.aspx

**Air Force Culture and Language Center:** https://www.airuniversity.af.edu/AFCLC/Language-Studies/

**Air Force Doctrine:** https://www.doctrine.af.mil

**Air Force Publications and Forms:** https://www.e-publishing.af.mil/Product-Index/

**Air Land Sea Application (ALSA) Center:** https://www.alssa.mil/

**Army Publishing Directorate:** https://armypubs.army.mil/

**CJCS Directives Library:** https://www.jcs.mil/Library/

**DOD Issuances:** https://www.esd.whs.mil/DD/DoD-Issuances/

**GEOINT Basic Doctrine Publication 1.0:**
https://www.nga.mil/resources/GEOINT_Basic_Doctrine_Publication_10_.html

**Jane's Defense & Security Intelligence & Analysis (Jane's 360) (JANES):** https://www.janes.com

**Joint Publications:** https://www.jcs.mil/Doctrine/Joint-Doctine-Pubs/

**Marine Corps Publications Electronic Library:**
https://www.marines.mil/News/Publications/MCPEL

**NGA Softcopy Keys:** SIPR/JWICS

**NSG Geospatial Intelligence Standards Working Group Reference Library for NITF:**
https://nsgreg.nga.mil/ntb.jsp

**BY ORDER OF THE SECRETARY OF THE AIR FORCE**

**OFFICIAL**

**TYLER I. SMITH, CMSGT, USAF**
**1N/9S1/9L Career Field Manager**

Attachment:
1N2X1A STS Qualitative Requirements

## 1N2X1A STS Qualitative Requirements

| This Block Is for Identification Purposes Only | | |
|---|---|---|
| **Name of Trainee** | | |
| **Printed Name (*Last, First, Middle Initial*)** | **Initials (*Written)*** | **SSAN** |
| **Printed Name of Certifying Official and Written Initials** | | |
| *N/I* | *N/I* | |
| *N/I* | *N/I* | |
| *N/I* | *N/I* | |
| *N/I* | *N/I* | |
| *N/I* | *N/I* | |
| *N/I* | *N/I* | |

## BEHAVIORAL STATEMENT CODE KEY

| Behavioral Statement STS Coding System | |
|---|---|
| **Code** | **Definition** |
| K | Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze or evaluate the subject |
| P | Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy. |
| pk | Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task. |
| - | This mark is used alone instead of a scale value to show no proficiency training is provided in the course or CDC/CDP |
| X | This mark is used alone instead of a scale value to show that training is required but not given due to a limitation in resources |